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CHARACTERISTICS OF PROFESSIONAL PERSONNEL IN COLLEGE AND UNIVERSITY LIBRARIES. FINAL REPORT.

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DESCRIPTORS- *COLLEGE LIBRARIES, *UNIVERSITY LIBRARIES, *LIBRARIANS, *PROFESSIONAL PERSONNEL, *INDIVIDUAL CHARACTERISTICS, LIBRARY SKILLS, STATISTICAL SURVEYS, LIBRARY EDUCATION, SAMPLING, ACADEMIC RANK (PROFESSIONAL), SALARIES,

THE OBJECTIVES OF THIS SURVEY WERE TO DESCRIBE THE CHARACTERISTICS OF LIBRARIANS EMPLOYED ON THE STAFFS OF THE MORE THAN 2,000 HIGHER EDUCATIONAL INSTITUTIONS IN THE UNITED STATES IN 1966-57, AND TO IDENTIFY AND EXAMINE RELEVANT MANPOWER ISSUES. THE REPORT IS BASED ON THE RESPONSES OF 2,282 INDIVIDUALS, OR 93 PERCENT OF 2,459 SAMPLED FULL-TIME EMPLOYEES. GEOGRAPHIC ORIGIN, AGE, MARITAL AND FAMILY STATUS, PROFESSIONAL AND ACADEMIC DEGREES HELD, PRESENT POSITIONS, ACADEMIC STATUS AND RANK, AND SALARIES ARE REPORTED FOR ALL ACADEMIC LIBRARIANS, AND FOR MEN AND WOMEN. DATA FROM OTHER RELEVANT STUDIES ARE USED TO INDICATE TRENDS AND COMPARISONS. OPINIONS OF LIBRARY CAREER AND OF SALARY ARE REPORTED. MAJOR MANPOWER ISSUES ARE SEEN AS--THE IMPORTANCE OF CHALLENGING WORK AS A CHARACTERISTIC OF THE LIBRARY CAREER, RECOGNITION OF SPECIAL PROBLEMS IN LIBRARIANSHIP WHERE WOMEN ARE A NUMERICAL MAJORITY, NEED TO ELIMINATE DISCRIMINATION, IMPORTANCE OF FULL FACULTY STATUS FOR ACADEMIC LIBRARIANS, AND NEED FOR MORE EQUITABLE SALARIES. APPENDIX A (PAGES 93-104) CONTAINS A TECHNICAL NOTE ON SAMPLING PROCEDURES AND RESULTS BY JAMES W. GRIMM. (AUTHOR.RP)

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Urbana, Illinois

May 1968

The research reported herein was performed pursuant to a contract from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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The original idea for a survey of academic librarians came from Frank Schick, presently Director, School of Library and Information Science, University of Wisconsin - Milwaukee. National surveys of public and school librarians were then (in 1964) in progress, and Dr. Schick considered that a study of academic librarians would be useful to fill in the gap in our information concerning librarians in different types of libraries. Prof. Guy Garrison, Director, Library Research Center, University of Illinois, considered the project feasible, and plans were then developed to undertake it. A proposal was submitted to the U.S. Office of Education, and the project began in January, 1966, when Federal funds became available. The survey was conducted at the Library Research Center, but involved cooperation with several other individuals and university departments. These included the Survey Research Laboratory and the Department of Computer Science, as well as others.

At the outset of the study, the project was discussed with Prof. Robert Ferber, Director of the Survey Research Laboratory, who agreed to serve in a consultant capacity, and to make the services of this unit available to us. We are particularly fortunate to have had Prof. Ferber's counsel and technical advice, and the cooperation of the Survey Research Laboratory. Prof. Bernard Lazerwitz, formerly chief of the Survey Research Laboratory's sampling section, developed the original sample design which was adopted for the survey; Matthew Hauck, chief of the field section, advised on questionnaire wording and format; Doris Barr, formerly chief of the data processing section, helped develop coding procedures and supervised preliminary data processing in the first stage of sampling; and Mary Kelly Black, assistant to the Director, served as liaison between the Survey Research Laboratory and the Library Research Center. At a later stage, Marian Frobish, statistical consultant, Department of Computer Science, programmed the data for computer tabulation. We are indebted to all these people for their expert technical assistance and advice.

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and offered many constructive suggestions. Harold Goldstein, Dean of the Florida State University Library School, who was a member of the University of Illinois Library School faculty when the study was in progress, helped us to unravel the various tangles of American library degrees. J. Clement Harrison, Associate Dean, Graduate School of Library and Information Science, University of Pittsburgh, who was also at Illinois at the time of the survey, provided us with a scheme to equate foreign library training with its American counterpart. For assistance with similar problems concerning foreign academic degrees, we turned to the Admissions and Records Office, where Erika Popovych, Examiner, indicated the appropriate American equivalents for foreign degrees.

At the Library Research Center itself, Prof. Guy Garrison, both in the general guidance which he provided, and in the congenial and effective working atmosphere which he created, was a source of continuing support. James Grimm, research associate in the Library Research Center and doctoral candidate in sociology, was responsible for sampling and statistical procedures, as well as for certain aspects of data processing, and other indispensable aid and suggestions. Margo Trumpeter, research associate, was a mainstay throughout the course of the study, providing valuable research and bibliographical assistance at every point. Lilly Storey, Michael McGoings, and Barbara Baltz served as research assistants at various stages. Sharon Pollack, who typed several drafts of the report, and La Verne Caroline, who prepared the final copy, have my special thanks for their cooperation and workmanship. The enthusiastic and willing help of my co-workers at the Library Research Center is most warmly appreciated.

Grateful acknowledgement is also expressed to the many University of Illinois library staff members and to the staff members from several Chicago area academic libraries who participated in pretesting the questionnaire; to the several hundred chief librarians who supplied us with lists of their professional staff; and finally to the 2,500 librarians in college and university libraries who contributed their time to fill out and return the mail questionnaires. The many additional comments that they offered so freely provided special insights to specific problems as well as an overall sense of those concerns which seem most urgent.

Anita R. Schiller

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May, 1968

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	vi
LIST OF ILLUSTRATIONS	ix
SUMMARY	1
CHAPTER	
I. BACKGROUND AND DEVELOPMENT OF THE SURVEY	3
Need for the Study	3
Objectives	3
Defining the Population	4
Sampling and Data Collection	6
Institutional and Geographical Distribution of the Sample	9
Analysis	9
Related Research	11
II. ACADEMIC LIBRARIANS: SOME VITAL STATISTICS	17
Geographic Origin	20
Men and Women	20
Age Distribution	21
Marital and Family Status	24
III. EDUCATION	30
Library Degrees	31
Non-Library Degrees	36
Combinations of Highest Professional and "Other" Degrees	38
Continuing Education	40
IV. WHAT LIBRARIANS DO AND WHAT THEY THINK-- AN OVERVIEW	45
Characteristics of Present Positions	45
Opinions of Library Career	55
V. ACADEMIC RANK AND STATUS	62
Academic Rank	62
Librarians Speak Out on Rank and Status	67

TABLE OF CONTENTS (contd.)

CHAPTER		Page
VI.	THE SALARIES OF ACADEMIC LIBRARIANS, 1966-67 . . .	75
	Note on Salary Data	75
	Basic Annual Salary, 1966-67	76
	Salary by Control and Type of Institution. . . .	77
	Some Salary Comparisons	78
	Salary by Faculty Rank	82
	Salary by Age.	84
	Salary by Professional Experience and by Age . .	85
	Salary by Highest Professional Degree.	88
APPENDIX A--TECHNICAL NOTE ON SAMPLING PROCEDURES AND RESULTS, by James W. Grimm		93
APPENDIX B--SELECTED BIBLIOGRAPHY, by Margo Trumpeter. .		105
APPENDIX C--QUESTIONNAIRE USED IN "SURVEY OF PROFESSIONAL PERSONNEL IN COLLEGE AND UNIVERSITY LIBRARIES".		114

LIST OF TABLES

Table		Page
1.	PERCENTAGE DISTRIBUTION OF RESPONDENTS BY TYPE OF INSTITUTION	9
2.	PERCENTAGE DISTRIBUTION OF RESPONDENTS BY STATE OF INSTITUTION	10
3.	PERCENT OF ALL LIBRARIANS WHO ARE MEN, 1930-1960	12
4.	YEARS OF PROFESSIONAL EXPERIENCE, BY SEX	17
5.	ACADEMIC LIBRARIANS WHO HAVE LEFT LIBRARY WORK FOR SIX MONTHS OR MORE, BY SEX	18
6.	DISTRIBUTION OF REASONS FOR LEAVING AS PERCENT OF ALL WHO LEFT, BY SEX	19
7.	OTHER TYPES OF LIBRARIES WHERE RESPONDENT HAS HELD PROFESSIONAL POSITIONS, BY SEX	19
8.	AGE OF ACADEMIC LIBRARIANS, BY SEX	21
9.	AGE AT RECEIPT OF FIRST PROFESSIONAL DEGREE, BY SEX	23
10.	MARITAL STATUS OF ACADEMIC LIBRARIANS, BY SEX	25
11.	WOMEN RESPONDENTS WITH CHILDREN--BY AGE OF YOUNGEST CHILD AND BY MARITAL STATUS	26
12.	HIGHEST LIBRARY DEGREE HELD, BY SEX	31
13.	BACCALAUREATE MAJOR, BY SEX	37
14.	HIGHEST PROFESSIONAL LIBRARY DEGREE BY HIGHEST "OTHER" DEGREE	39
15.	LEVEL AND TYPE OF DEGREE FOR WHICH PRESENTLY ENROLLED	41
16.	POSITION LEVEL BY SEX	45
17.	NUMBER OF YEARS IN PRESENT POSITION, BY SEX	46
18.	NUMBER OF YEARS OF PROFESSIONAL EXPERIENCE IN PRESENT INSTITUTION, BY SEX	47

LIST OF TABLES (contd.)

Table		Page
19.	NUMBER OF EMPLOYEES SUPERVISED, BY SEX	48
20.	ACADEMIC LIBRARIANS WHOSE MAJOR LIBRARY ACTIVITY IS ASSOCIATED WITH A NON-LIBRARY SPECIALIZATION, BY TYPE OF SPECIALIZATION	50
21.	REGARDS SELF AS LIBRARIAN OR OTHER, BY SEX	52
22.	EXTENT TO WHICH LIBRARY CAREER HAS FULFILLED RESPONDENTS' EXPECTATIONS, BY SEX	55
23.	FACULTY RANK, BY SEX	63
24.	FACULTY RANK, BY TYPE OF INSTITUTION WHERE EMPLOYED	64
25.	FACULTY RANK, BY CONTROL OF INSTITUTION WHERE EMPLOYED	64
26.	FACULTY RANK, BY POSITION LEVEL	65
27.	FACULTY RANK, BY SEX	65
28.	FACULTY RANK, BY WHETHER RESPONDENT HAS PROFESSIONAL LIBRARY DEGREE	66
29.	FACULTY RANK, BY WHETHER RESPONDENT TEACHES CREDIT COURSES	66
30.	ANNUAL SALARY (1966-67), BY SEX.	76
31.	MEDIAN ANNUAL SALARY BY CONTROL OF INSTITUTION WHERE EMPLOYED, BY SEX	78
32.	MEDIAN ANNUAL SALARY BY TYPE OF INSTITUTION WHERE EMPLOYED, BY SEX	79
33.	MEDIAN ANNUAL SALARY BY POSITION LEVEL, BY SEX	80
34.	MEDIAN ANNUAL SALARY BY LENGTH OF CONTRACT, BY SEX	81
35.	MEDIAN ANNUAL SALARY BY FACULTY RANK, BY SEX	83
36.	MEDIAN ANNUAL SALARY BY AGE, BY SEX	84
37.	MEDIAN ANNUAL SALARY BY NUMBER OF YEARS PROFESSIONAL EXPERIENCE, BY SEX	86

LIST OF TABLES (contd.)

Table		Page
38.	RESPONDENTS WITH 5TH YEAR MLS AS HIGHEST LIBRARY DEGREE AND NON-LIBRARY BACHELOR'S AS HIGHEST "OTHER" DEGREE--MEDIAN ANNUAL SALARY (11-12 MO.) BY NUMBER OF YEARS PROFESSIONAL EXPERIENCE, BY SEX	87
39.	OPINION OF SALARY BY NUMBER OF YEARS PROFESSIONAL EXPERIENCE, BY SEX	87
40.	MEDIAN ANNUAL SALARY BY HIGHEST LIBRARY DEGREE, BY SEX	89
41.	INSTITUTIONAL STRATA.	95
42.	RESPONSE TOTALS AND PERCENTAGES FOR LIBRARIES BY STRATUM.	99
43.	RESPONSE TOTALS AND PERCENTAGES FOR LIBRARIANS IN EACH STRATUM.	101

LIST OF ILLUSTRATIONS

Figure		Page
1.	AGE DISTRIBUTION OF ACADEMIC LIBRARIANS, BY SEX	22
2.	MARITAL STATUS OF ACADEMIC LIBRARIANS, BY SEX	25

SUMMARY

The objectives of this survey were to describe the characteristics of librarians employed on the staffs of the more than 2,000 higher educational institutions in the United States in 1966-67; and to identify and examine relevant manpower issues. Using a two-stage stratified probability sample, approximately one of every five academic librarians was selected to participate in the survey. In Stage I, 95 percent of 580 sampled institutions supplied lists of professional staff. In Stage II, 92 percent of 2,660 full- and part-time employees sampled from these staff lists returned completed mail questionnaires. The net result of the sampling procedure was a representative sample of academic librarians employed in institutions of varying type, size, and means of control. This survey report is based on the responses of 2,282 individuals, or 93 percent of 2,459 sampled full-time employees.

Many academic librarians appear to be relatively new to the library profession. One-third have less than five years, and one-half have less than ten years of professional experience. A large proportion received their library training very recently. Of those who reported the date of their first professional degree, 46 percent completed their basic professional training between 1960 and 1966, another 29 percent had done so during the 1950's and only 25 percent received their first professional degree before 1950. The ages of academic librarians, however, are relatively high. The median age for all librarians is 45 years; for men, the median age is 41, for women, 48 years. One explanation is seen in the fact that nearly half of those who hold the first professional degree did not receive it until they were 30 or more years old. This fact underlines the importance of previous findings which show that librarianship is often a second career choice. This reflects seriously on the reputation of librarianship as a challenging career, and has important implications for recruitment. Although only 11 percent of the respondents were dissatisfied with their careers, the lack of stimulating work, and the need for more decision-making responsibility were frequently reported reasons for dissatisfaction.

Two-thirds of all academic librarians are women. It is therefore the characteristics of this dominant numerical majority which serve to typify the profession as a whole. Reasons for the high age levels of the women are considered. The large proportion of women in librarianship is shown to have many ramifications, and the profession is urged to devote special attention to improving the utilization and status of women.

Academic librarians have a high level of educational attainment. Five-sixths have at least the fifth-year degree in

library science; one-quarter have graduate degrees in other fields. Most frequently, these advanced academic degrees are offered in combination with, rather than as a substitute for, professional training. Approximately one out of eight academic librarians is presently enrolled for an advanced academic or library degree; over two-fifths have attended library workshops, short courses or seminars in the past two years. Libraries are urged to encourage deliberately this demonstrated interest in continuing education, and to provide special incentives such as compensatory time off and sabbaticals as official institutional policy.

Library administrators increasingly have emphasized the need for specialized personnel. In order to determine the extent and character of non-library specializations, the sampled librarians were asked the following question: "Is your major activity associated primarily with (any of the following)?" Thirty percent cited subject fields or geographical areas, 11 percent cited specialized materials (i.e., special collections, documents, audio-visual materials, etc.), 8 percent cited foreign languages, and 4 percent reported other professional specializations (i.e., personnel, systems analysis, etc.). These findings are considered of special interest to the library schools.

Of all the respondents, slightly over half hold specific faculty rank or its equivalent; only 5 percent are full professors. Judging from the many questionnaire comments which urged faculty status for librarians, and from the insistence that such recognition be applied in fact as well as in name, the question of full faculty status for librarians deserves wider and more affirmative institutional response.

At the time of the survey, basic annual salaries of academic librarians ranged from under $5,000 to $28,000. The median salary of all academic librarians (including both 9-10 month and 11-12 month salaries) in 1966-67, was $7,925, and the mean salary was $8,425. Disparities in salaries between men and women are marked. The median and mean salaries of the men are, respectively, $8,990 and $9,598, compared to $7,455 and $7,746 respectively for the women. While salaries are found to rise with professional experience, the gap between the salaries of men and women widens substantially with increased experience. The median salary of men rises from $7,330 for those with less than five years of professional experience to $12,570 for those with 20 or more years of professional experience. For women, however, the corresponding figures are $6,750 and $8,745. These and other salary data may be useful to the profession in planning salary goals.

Since those who hold a doctoral degree in library science constituted only a small portion (1 percent) of all the respondents, salary figures for this group must be taken with caution. The median salary for those with this degree ($15,600) suggests, however, when compared to available salary data for scientists and social scientists with Ph.D. degrees, that the library science doctorate is highly rewarded.

CHAPTER I

BACKGROUND AND DEVELOPMENT OF THE SURVEY

Need for the Study

In 1965-66, over 13,000 professionals were employed on the library staffs of the more than 2,000 institutions of higher education in the United States. These academic librarians administered library collections totaling close to 300 million volumes and provided library services to over six million students and faculty.

There are various criteria which can be used to determine the strength of libraries. "No criterion is more reliable, however, than the quality and status of librarians."[1] It is surprising, therefore, how little we know about academic librarians. Despite several valuable studies of this professional group, no single national survey has yet described the basic characteristics of all academic librarians. A composite picture of the academic librarian can only be surmised or pieced together incompletely from scattered sources.

The seriousness of the library manpower crisis has been widely reported. The immediate response to the recognized shortage of professional personnel in all types of libraries has been an urgent call for more librarians. The magnitude of the shortage has been the overriding concern. Now that society actually needs librarians as much as librarians think it does, library manpower questions are beginning to come in for a closer look.

Objectives

Within this context, the study aims first to describe and examine the characteristics of college and university librarians and secondly to identify particular manpower issues affecting this group. These relate primarily to the composition of the professional labor force, its education and experience, and its present status. Age, sex, marital status, degrees held, number of years of experience, salaries, rank, and present position are some of the kinds of information requested in the survey. Several more specific questions further illuminate the study's scope, and these are enumerated below:

Composition of the labor force.--What are the ages of academic librarians? A recent survey of special librarians reported more respondents who were 60 and over than under 30. Is this the case with academic librarians? To what extent are younger professionals represented in the current work force? Is this work force likely to be depleted substantially by retirements within a short-run period?

Dropouts from any activity seem to signal a general cause for alarm, but how many former dropouts have now returned to the labor force, and why did they leave originally? Are there any discernible patterns, and if so, what is implied about other trained personnel who may not now be utilized? Are there academic librarians who are faculty wives, and what are their characteristics?

Education and experience.--There are no current data which indicate what proportion of all academic librarians hold the fifth year-library degree. What are the typical educational backgrounds of academic librarians, and do those who lack the professional degree tend to be concentrated in particular kinds of institutions? How many librarians have graduate training in non-library fields? How much professional experience does the typical academic librarian have, and does all such experience tend to have been in academic libraries alone? For how long have those who are now working been employed in the same position? In the same institution?

Salary and status.--Judging from the regular annual increases in the beginning salary level for each new crop of library school graduates (average beginning salaries increased from $5,365 to $6,765 between 1961 and 1966),[2] the economic status of librarians is clearly improving; but how do the typical salaries of librarians with five or ten years of experience behind them compare to the salaries of beginners, and how much does experience count? Has the recent economic improvement spread throughout the profession?

Lack of academic status has long been a sore point among academic librarians. How many have faculty rank, and how do librarian's salaries compare with those of other academic faculty?

Women are considered an important, yet largely untapped, source of labor supply, but librarianship is a field where women outnumber men. What is the status of women in the library profession?

Defining the Population

The subjects of the present study are all professional personnel employed in academic libraries. Because the terms

"academic libraries" and "professional personnel" may mean different things depending on who uses them and for what purpose, they are defined below as they are used in this survey.

Academic libraries.--An academic library is any library serving an institution of higher education which is listed in the Education Directory, Part 3, Higher Education, published by the U.S. Office of Education. Included are over 2,000 accredited and approved universities, liberal arts colleges, teacher's colleges, and other independently organized professional schools (including technological, theological, fine arts and other professional schools), and two year institutions (including technical institutes, semi-professional schools, and junior colleges), in the aggregate United States. The terms "academic libraries" and "college and university libraries" are used interchangeably throughout the present study.

Professional personnel.--Generally, the professional librarian is defined as one who holds the fifth-year library degree, but some individuals hold professional positions without meeting this criterion. Thus, they are librarians, but according to the American Library Association they are not "professionals." On the other hand, some individuals who work on academic library staffs are specialists in various non-library fields, and are indeed professionals but they are not necessarily "librarians." To add to the confusion, the American Library Association sets the standard definition of "professional," but does not report their total number, while the U.S. Office of Education applies a different definition and provides the national statistical count.

The present study is concerned with all those who are employed on library staffs in professional positions. Because these are the people who administer and perform library services, the survey population includes them all, regardless of their educational backgrounds. As used here, the term "professional personnel" is synonomous with the U.S. Office of Education's definition of "professional staff" and includes all those who are reported as such on its reporting form for the Survey of College and University Libraries; included as professional staff are "employees doing work that requires training and skill in the theoretical or scientific aspect of library work, as distinct from its mechanical aspect."

The population universe and general design.--The population thus comprises all reported professional personnel, or over 13,000 persons, employed either full- or part-time in all types of library positions in academic libraries. These institutions are public and private, and include the largest universities as well as the smallest junior colleges. The overall goal of the sampling procedures was to select a sample of academic librarians which would reflect this diversity of

library employment. It was therefore necessary to represent simultaneously both academic libraries and academic librarians. A two-stage stratified probability sample was designed to meet this specification.

Sampling and Data Collection*

The sampling frame.--The initial sampling frame was constructed from the U.S. Office of Education's College and University Library Statistics, 1964-65. This listing reports the number of professional staff in full-time equivalents (FTE) at over 90 percent of all the academic libraries in the United States. Excluded from the present survey are those libraries which did not report professional staff size in the U.S. Office of Education's report. The size of these non-responding institutions, however, tends to be quite small, and the percentage of librarians actually "missed" was therefore judged to be much smaller than the percentage of non-responding institutions. A few institutions, in fact, may not have reported their number of professional staff simply because they had none. Time and cost considerations prevented covering these missing units by an area sample, and it was felt that they could be excluded without meaningful loss in generality.

Because of the delay in the release of U.S. Office of Education survey data, the 1964-65 statistics were the latest that could be secured. Although the 1965-66 data had already been collected at the time the study began, figures for the previous year were the latest ones that were then available. Even these 1964-65 figures had not yet been published, and they were obtained only as a result of a special request to the U.S. Office of Education for the unpublished data. Institutions which began operation after the academic year 1964-65 had therefore to be omitted from this survey.

The two-stage sample.--Each institution was first assigned a measure of size equal to its reported number of professional staff in FTE. Academic libraries were then stratified by institutional type, institutional control, and size of professional staff. In Stage I a sample of libraries was selected and the head librarian of each selected library was asked to supply a list of all his professional library staff. Five hundred eighty institutions were drawn in Stage I and 551 or 95 percent of them returned the requested staff lists.

In Stage II, individual academic librarians were selected from these lists at rates proportionally inverse to those that determined the selection of institutions. Altogether, 2,660 individuals (2,459 full-time and 201 part-time librarians), or

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*A fuller discussion of sampling procedures and results is presented in the Technical Note in Appendix A.

approximately one out of every five professionals employed in academic libraries, were selected for the sample. In Stage II, completed questionnaires were returned by 2,438 of the 2,660 sampled librarians, a response rate of 92 percent.

The net result of this two-stage sampling procedure was a representative sample of academic librarians employed in educational institutions of varying type, control, and size. These rates of return assured a reliable statistical representation of the entire professional group. Because part-time personnel constituted a relatively small portion of all sample members, and because the data concerning part-time librarians had certain limitations, the present report is based on full-time personnel only. Of the 2,459 Stage II sample members who were full-time employees, 2,282 individuals, or 93 percent, returned completed questionnaires.

Timing and follow-up procedures.--To secure meaningful analytical results, all data had to be collected during a single academic year. The sample of academic libraries was drawn at the start of the 1966-67 academic year and letters requesting the head librarians to furnish lists of professional staff were mailed in October, 1966. Two standard follow-up requests were sent during the next two months. Additional correspondence was required with a small portion of responding institutions, since the number of names they supplied was sizably less than the number of professional staff in FTE reported in 1964-65 to the U.S. Office of Education.

Since small reductions in staff size from one U.S. Office of Education reporting period to another did not appear to be uncommon in individual institutions, some minor decreases in professional staff size had been anticipated on the returned lists. Follow-up correspondence with a few of the libraries which had more significant staff decreases indicated that there were actually a fairly large number of unfilled vacancies in some institutions and, due to lack of replacements, positions sometimes even had been down-graded to sub-professional levels. One librarian wrote: "Your concern is appreciated. Mine is immense. . . ." In this, and in several other cases, the lists reflected real reductions in professional staff.

Follow-up letters to other institutions, however, did bring forth some additional names which had not been listed in response to the original request. Most of these "missed" librarians were employed in branch and departmental libraries, and others had been incorrectly excluded because they did not have the fifth-year library degree. While some professional employees were undoubtedly never reported by the head librarians contacted, these follow-up procedures yielded several hundred

additional names, and improved the accuracy of the sample results. All correspondence with head librarians concerning listing of professional staff was completed by December 30, 1966.

Questionnaires and cover letters were mailed to the 2,660 selected librarians in January, 1967. A second set of materials was mailed to those librarians who had not responded by February 15, and a third set to those who had not responded by mid-March. The high rate of return at this point (92 percent of all sample members), was felt to be adequate, and no further efforts were made to gain additional response.

Because the sampling was performed in two stages, a period of time elapsed between the listing of professional staffs and the mailing of questionnaires to sampled librarians. Some persons who were listed on the professional staff by the head librarian were no longer employed at that institution when they were sent questionnaires. Most of these persons had left to secure employment at another institution or had retired. All these persons were considered to be outside the population sampled. If, for example, such persons did return questionnaires from their new place of employment, their questionnaire return was not counted as response.

Others whose names had been included on the lists were also considered ineligible because their training and responsibility were clearly sub-professional. Student assistants and clerical workers, for example, were not counted as respondents. While such persons may perhaps be included as professional staff in some annual institutional reports to the U.S. Office of Education, this does not appear to be a common practice. The number of names submitted to the study by head librarians generally equalled or exceeded the number of professional staff in FTE reported earlier to the U.S. Office of Education. Altogether, for all reasons, 99 persons originally listed as professional staff were subsequently considered ineligible.

Non-response.--Major emphasis was placed on securing a high rate of response. Completed returns were received from 95 percent of all sampled institutions in Stage I, and from 93 percent of all full-time librarians sampled in Stage II. Mailings and follow-ups required six months from the beginning of Stage I on October 15, 1966, to the conclusion of Stage II on April 15, 1967. In view of the excellent response, as well as out of concern for the additional time which further follow-up would entail, a subsample of non-respondents was not drawn. In one important respect, however, the effect of non-response among full-time sample members was found to be insignificant; for when all 2,457 respondents and non-respondents were taken together, the percentage of men (36.0) varied only slightly from the corresponding percentage (36.4) for the 2,282 respondents alone.

Institutional and Geographical Distribution of the Sample

The report is based on the data supplied by 2,282 respondents employed full-time in all types and sizes of higher educational institutions, both public and private, throughout the United States. Table 1 shows how the respondents were distributed by type of institution. Nearly half, or 46.4 percent of the 2,282 respondents were employed in universities.

TABLE 1

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY TYPE OF INSTITUTION

Type of Institution	All Respondents
University	46.4%
Liberal Arts College	28.5
Teacher's College	9.6
Other Professional School	6.0
Two-year Institution	9.5
Total	100.0%
Base	2282

By institutional control, 57.1 percent of the respondents were employed in public institutions, and 42.8 percent in private institutions.

Although the sample in this survey was not stratified geographically, all but two states were represented, and the respondents were found to be distributed by state in proportions quite similar to those reported recently for all academic librarians (FTE) by state.[3] Over two-fifths of all the respondents worked in five states (California, New York, Illinois, Pennsylvania and Texas), and one-quarter of all librarians were employed in the two largest states. This geographical distribution is shown in Table 2.

Analysis

Analysis of the survey data is based primarily on simple frequency counts and on cross tabulations of the data. Because librarianship is one of the few professions where the majority of the practitioners are women, and because other occupational

TABLE 2

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY STATE OF INSTITUTION

State of Institution	All Respondents Percent	State of Institution	All Respondents Percent
Alabama	.9%	Nebraska	1.3%
Alaska	--	Nevada	.2
Arizona	.7	New Hampshire	1.0
Arkansas	.4	New Jersey	2.2
California	12.8	New Mexico	.5
Colorado	1.1	New York	12.0
Connecticut	1.7	North Carolina	2.2
Delaware	.3	North Dakota	.4
District of Columbia	1.1	Ohio	3.7
Florida	2.3	Oklahoma	1.2
Georgia	2.2	Oregon	.7
Hawaii	.5	Pennsylvania	6.0
Idaho	.4	Rhode Island	.3
Illinois	6.6	South Carolina	.6
Indiana	2.7	South Dakota	.2
Iowa	1.2	Tennessee	1.4
Kansas	1.4	Texas	5.1
Kentucky	1.3	Utah	.7
Louisiana	1.0	Vermont	.4
Maine	*	Virginia	1.5
Maryland	1.8	Washington	1.9
Massachusetts	3.3	West Virginia	.9
Michigan	3.8	Wisconsin	2.2
Minnesota	1.6	Wyoming	.2
Mississippi	.7	U.S. Service Schools	.2
Missouri	2.7	Outlying Areas	.4
Montana	--		
		Total	99.9%
		Base	2282

*Less than one-tenth percent.

characteristics are often correlated with sex, most of the data in the present study were tabulated for men and women separately, as well as for all librarians.

The total number of respondents (base) reported in any particular table refers only to those individuals who replied to the particular questionnaire item or items described. Where the base is less than 2,282 (the total number of all the respondents), the question either did not apply, or some respondents did not answer that particular questionnaire item. The

reader will note further, that in some cases the sum of the percentage figures varies from 100.0 percent. Where this occurs, the difference is due to rounding.

At the end of the questionnaire which was used in this survey, respondents were invited to add any free comments that they wished to make. This request brought forth many thoughtful and critical responses which revealed a great concern for the status of the library profession. These comments are quoted freely throughout the report, although, of course, they remain anonymous.

Related Research

Many previous surveys have examined the characteristics of the library profession, but few have been national or comprehensive in scope and coverage. Regardless of which particular segment of the profession is considered, however, a review of relevant research reveals many common findings, and certain generalizations about the characteristics of librarians appear well substantiated. These are stated below, along with a few brief observations of discernible trends. Certain regularly collected national statistics are also used here to supplement the results of individual studies of the library profession. Among the individual studies of greatest relevance to the present one, Morrison's dissertation on "The Career of the Academic Librarian,"[4] and Bryan's The Public Librarian,[5] are the most comprehensive. Other surveys which are particularly relevant are cited in the "Selected Bibliography" which appears as an Appendix to this report.

Personal characteristics.--Women constitute a large numerical majority of all librarians. More than eight out of ten librarians are women. While many individual studies of the characteristics of librarians point to the increasing proportion of men in librarianship, the rate of increase over the last three decades does not appear to have been great. Definitions of just who is a librarian, as noted earlier, are determined by varying criteria, and differences in definition clearly affect both the size of the population described, and its characteristics.[6] Bearing this limitation in mind, U.S. Census figures on the number of librarians in the United States by sex indicate that from 1930 to 1960 the number of male librarians increased over fourfold, and in the last decade alone, their number nearly doubled (see Table 3). While this component of the labor force grew at a more rapid rate than did that comprised of women, librarianship remained a growing profession for the latter group as well. Since women constitute an overwhelming majority of the profession, the percentage of all librarians who are men did not increase dramatically even though their absolute number grew considerably (the percentage figure

TABLE 3

PERCENT OF ALL LIBRARIANS WHO ARE MEN, 1930-1960

Year	Total Number of Librarians	Number of Men	Number of Women	Percent Men
1930	29,613	2,557	27,056	9%
1940	36,347	3,801	32,546	10
1950	55,597	6,330	49,267	11
1960	83,881	12,045	71,836	14

SOURCES: U.S. Bureau of the Census, Fifteenth Census of the United States: 1930. Population, V. 20; Sixteenth Census of the United States: 1940. Population, III, Part I, 75.; Census of Population: 1960, I, Part I, 528.

rose from 9 percent in 1930 to only 14 percent in 1960). Nonetheless, changes in the occupational system are occurring with such speed that the increasing representation of men, a trend which began to become more apparent between 1950 and 1960, may have accelerated further since the 1960 census was taken.

National figures which show the number and proportion of men and women by each type of library are not regularly available, but the relative proportion of women to men librarians is smaller in academic libraries than in libraries of other types. Recent national surveys report that 94 percent of the school librarians,[7] 87 percent of the public librarians,[8] and 72 percent of the special librarians[9] sampled are women, while the latest U.S. Office of Education figures show that 67.3 percent of all academic library positions are held by women.[10] (However, among full-time science information personnel, many of whom are librarians, women constitute 55.5 percent of all workers).[11]

Librarians tend to be older than practitioners of other professions, and within the field of librarianship the men, as a group, are always younger than the women regardless of the type of library in which they work. Proportionately, more men then women are married, and more women than men are single, separated or divorced, or widowed. The findings of the present survey on personal characteristics of academic librarians are described in Chapter II.

Education and experience.--Most studies indicate that the time of the career decision is late for all librarians, and men typically enter the profession later than women. Age at graduation from library school appears to have risen somewhat over the years, and for men, this may be attributed in part to

interruptions in their education for military service. The majority of all librarians have had some full-time non-library work experience. Occupations in the field of education account for much of this experience. Studies indicate that, in general, well over half of all librarians have majored in the humanities. More men than women have had training in the social sciences. Only a small proportion of librarians of either sex have educational backgrounds in the natural and physical sciences. This fact is lamented almost as often as it is discussed, but little change has occurred with the passage of time.

The minimum standard of training set by the library profession is not met by some portion of its practitioners, but precise figures on this important score are presently lacking. Men tend to have more education, and particularly to hold advanced non-library degrees more frequently than women. Undoubtedly too, there has been widespread improvement in the educational qualifications of all librarians since Alice Bryan's study in the late 1940's, when three-fifths of all the professionals sampled in the Public Library Inquiry failed to meet the minimum professional standard, and two-fifths of all the sampled professionals did not hold any undergraduate degree.[12]

Several surveys of librarians have considered both academic and professional training. One rather interesting point which they reveal is that higher position levels and salaries have been associated with academic as opposed to library training. This and other questions relating to the education of academic librarians will be discussed further in Chapter III.

Status and salaries.---Studies show that men are more mobile than women; they hold more top administrative positions, and they reach higher position levels at a younger age than women. Women, however, hold a more significant share of the top positions in smaller institutions.

Salaries in the library profession have been notoriously low and this fact is well-substantiated by numerous studies. While male librarians earn substantially more than women, their earnings are considerably lower than they might be expected to be in certain other occupations. For instance, a ranking of 321 selected occupations of U.S. males placed librarians 219th, just below bus drivers, and far below other professional occupations with educational levels comparable to those reported by the U.S. Census for librarians.[13]

Within the field of librarianship, salaries tend to be inequitable, with a particular lack of adequate compensation at the middle position levels. There is little recent data, however, on this point. While salaries have risen rapidly within the past few years, wide disparities remain between the salaries of men and women, and there are indications that

the gap may be widening rather than diminishing. The present study supplies data on the salaries of academic librarians by sex, by education, by experience, and by length of contract, as well as by other variables, and compares the salaries of academic librarians to those of other academic faculty. Salary data are examined in Chapter VI.

Other characteristics.--The above summary review of research findings is culled from surveys of the characteristics of librarians in the separate types of libraries. The present study was also concerned with several other questions which relate more specifically to college and university librarians. One of these is academic status, and this is described in Chapter V. Another relates to what academic librarians do.

Previous surveys have devoted little attention to the actual tasks which librarians perform, and subject and other specializations barely have been considered at all. Because such non-library specializations are becoming increasingly important (one recent article, in fact, has identified a developing class of non-library "professional specialists" on university library staffs[14]), it seemed particularly necessary to find out more about them. It is especially difficult to collect data which describe what librarians do, because there is presently no suitable standard list which might be used in gathering such data. Since the preparation of such a list was beyond the scope of the present survey, neither library nor other specialized activities could be examined in depth. However, the present survey does offer a modest and preliminary exploration of some of the activities librarians perform. These activities are described briefly in Chapter IV, which also includes a section on what librarians think about librarianship.

Since earlier surveys which have dealt with librarians' opinions of their careers have found that librarians are generally quite satisfied with their professional choice, it was not anticipated that the present findings would provide any startlingly different revelations. What was surprising, however, was the large number of spontaneous comments which this question inspired. Many of these individual comments, reproduced in Chapter IV, appear to hit upon some very basic questions.

REFERENCES TO CHAPTER I

[1]Statement by Robert B. Downs on HR 3220 and 3221 before the Special Subcommittee on Education of the House Committee on Education and Labor. March 10, 1965 (mimeo).

[2]Carlyle J. Frarey, "The Placement Picture--1966," Library Journal, 92 (June 1, 1967), 2134. In 1966 the average salary of current graduates without previous experience was $6,442. Ibid., p. 2135. It may be of historical interest to note that in 1943 "A basic salary of $2,460 was adopted (by the ALA Council) as the minimum basic salary for a position which normally requires of its incumbent the completion of a four-year college course plus one year in an accredited library school." Classification and Pay Plans for Libraries in Institutions of Higher Education, Vol. 1, 2d ed. (Chicago: American Library Association, 1947), p. xvii.

[3]Theodore Samore, "College and University Library Statistics," Bowker Annual of Library and Book Trade Information (New York: R. R. Bowker Co., 1967), p. 28-9.

[4]Perry D. Morrison, "The Career of the Academic Librarian" (unpublished Ph.D. dissertation, University of California, 1961).

[5]Alice I. Bryan, The Public Librarian (New York: Columbia University Press, 1952).

[6]U.S. Census figures are probably somewhat inflated, for they are based on self-reported librarians with and without professional training. This may also have a distorting effect on the relative representation of men and women. While the 1960 census counted a total of 84,000 individual librarians, the U.S. Office of Education estimate for that year, shown in FTE, and excluding "part-time partly trained librarians" was 61,200 (FTE). The latter estimate, supplied in the Digest of Educational Statistics, rose to 80,900 (FTE) for 1966. Surprisingly, the U.S. Office of Education does not report the total number of librarians by sex.

[7]Henry T. Drennan and Richard L. Darling, Library Manpower: Occupational Characteristics of Public and School Librarians (Washington, D.C.: Government Printing Office, 1966), p. 15.

[8]Ibid., p. 2.

[9]"A Study of 1967 Annual Salaries of Members of the Special Libraries Association," Special Libraries, 58 (April, 1967), 251.

[10]U.S. Office of Education, Faculty and Other Professional Staff in Institutions of Higher Education, First Term 1963-64 (Washington, D.C.: Government Printing Office, 1966), p. 14. This publication shows that the percentage of women has decreased since 1957, when the figure was 69.9 percent.

[11]Battelle Memorial Institute, A Survey of Science-Information Manpower in Engineering and the Natural Sciences, Final Report . . . to National Science Foundation. (Columbus, Ohio: Battelle Memorial Institute, 1966), p. 17. In a recent survey of state library consultants, 75 percent of all those reporting were women. Marie Ann Long, The State Library Consultant at Work, Research Series, No. 6 (Springfield: Illinois State Library, 1965), p. 6. Among "federal librarians (professional)," women constituted 71 percent of all employees. Bowker Annual of Library and Book Trade Information (New York: R. R. Bowker Co., 1966), p. 27. For various reasons, the figures reported in the text and footnotes above, are not all entirely comparable to one another, but they do serve roughly to indicate the proportion of women in librarianship.

[12]Bryan, Public Librarian, p. 437.

[13]Max A. Rutzick, "A Ranking of U.S. Occupations by Earnings," Monthly Labor Review, 88 (March, 1965), 252.

[14]David C. Weber, "The Place of 'Professional Specialists' on the University Library Staff," College and Research Libraries, 26 (September, 1965), 383-388.

CHAPTER II

ACADEMIC LIBRARIANS: SOME VITAL STATISTICS

Between 1960-61 and 1965-66, the number of professionals employed on college and university library staffs grew from 9,700 (FTE) to an estimated 13,000 (FTE), a net increase of 34 percent within five years.[1] Given this growth rate, it is not surprising that a large proportion of the academic librarians sampled in the present study appear to be relatively new to the library profession. One-third of all the respondents have less than five years of professional experience, and one-half have less than ten years of experience (Table 4).

TABLE 4

YEARS OF PROFESSIONAL EXPERIENCE, BY SEX
(PERCENT DISTRIBUTION)

Years Professional Experience	Total	Men	Women
Under 5	32.3%	34.7%	31.0%
5-9	20.4	23.2	18.7
10-14	14.6	17.5	13.0
15-19	11.8	11.8	11.8
20 and over	20.8	12.9	25.4
Total	99.9%	100.1%	99.9%
Base	2253	824	1429
Median yrs.	9.4	8.3	10.0

Additionally, academic librarianship seems to be attracting more than its share of the current graduates of the library schools. Although academic librarians constitute only about one-sixth of all librarians, 35 percent of the current fifth-year graduates of library schools accredited by the American Library Association take positions in college and university libraries.[2] Recruits to college and university library staffs come to these positions by many separate routes, however, and the direct route from a library school to an academic library position is only one of them.

Some who join academic library staffs have moved from other types of libraries; some are returning to the profession after a period of absence from library work; some come to college and university library positions by way of experience and training in other fields; and still others began work in academic libraries earlier, and received their library degrees afterwards (sometimes concurrently with their library employment).

More people accept positions in academic libraries each year than leave them, but the paths leading out are probably as various as those leading in, and reversals in direction may occur either way. If present patterns continue, a substantial portion of those who now work in college and university libraries will leave academic library employment for reasons other than eventual retirement, although some may later rejoin college and university library staffs. In the present study, nearly one out of four academic librarians (17 percent of the men, and 28 percent of the women) stated that they had left library work for six months or more at some point after they had begun professional employment (Table 5).

TABLE 5

ACADEMIC LIBRARIANS WHO HAVE LEFT LIBRARY WORK FOR SIX MONTHS OR MORE, BY SEX (PERCENT DISTRIBUTION)

Left Library Work for Six Months or More	Total	Men	Women
Yes, Left	24.2%	17.3%	28.1%
No, Never Left	75.8	82.7	71.9
Total	100.0%	100.0%	100.0%
Base	2258	822	1436

The most common reason for leaving was that given by women who left for marriage or family reasons (215 respondents, or 53 percent of the 404 women who left gave this as their reason). The other major reason for leaving was to obtain more education (44 percent of the men and 28 percent of the women who had left cited this reason). It must be remembered, however, that these reasons apply only to those who left temporarily and are now again working in academic libraries (see Table 6). The sample in the present study did not include those who are not currently employed, and who may have left librarianship either temporarily or permanently.

TABLE 6

DISTRIBUTION OF REASONS FOR LEAVING AS PERCENT OF ALL WHO LEFT, BY SEX

Reasons for Leaving	Total	Men	Women
For marriage or family	39.5%	.7%	53.2%
To obtain further education	32.2	43.7	28.2
To work in another field	15.0	21.1	12.9
For military service	11.2	35.2	2.7
For other reasons	16.8	14.8	17.6
Total	*	*	*
Base	547	142	404

*Total exceeded 100 percent because some respondents gave multiple reasons for leaving.

Library careers evolve in many separate ways. Movement in and out of the profession occurs with some frequency, and shifts in employment from one type of library to another are also not unlikely. This variety in career patterns is revealed in Table 7, which shows that many of the respondents to the present survey have held professional positions not only in academic libraries but in public, school, or special libraries, or some combination of types. Here again, however, the data

TABLE 7

OTHER TYPES OF LIBRARIES WHERE RESPONDENT HAS HELD PROFESSIONAL POSITIONS, BY SEX (PERCENT DISTRIBUTION)

Other Types of Libraries	Total	Men	Women
No other type	53.3%	60.0%	49.5%
Public	14.4	14.5	14.3
School	12.1	8.0	14.5
Special	9.8	10.0	9.7
Public and Special	4.2	4.5	4.0
Public and School	3.6	2.0	4.5
Special and School	1.3	.5	1.8
Public, Special and School	1.3	.5	1.7
Total	100.0%	100.0%	100.0%
Base	2181	792	1389

describe only those who are presently employed in academic libraries. How many individuals leave academic libraries for other types of employment within the profession is not known. The present survey describes the characteristics of librarians at a single point in time. The conditions which bring some people into the field and draw others out of it continue nonetheless to be operative, and these are both intrinsic and extrinsic to the library profession itself.

Geographic Origin

Nine out of ten of the sampled academic librarians were born in the United States. Only 1 percent of all the respondents were born in Canada; 3 percent came from Asia, 5 percent from Europe, and 1 percent from all other areas. Most of those who were born outside the United States received their undergraduate or graduate training in foreign countries, but few of those who now work in American academic libraries had also received foreign training in librarianship. Unlike the situation in many other professions, where skilled manpower has been attracted to the United States in the "brain drain" from abroad, foreign training in librarianship rarely constitutes a source of the trained librarian manpower pool. Only about 1 percent of the sampled academic librarians have foreign library qualifications. The great majority of those who were born abroad took their library training in the United States.

Librarianship is sometimes recommended to new Americans with educational and professional training in other fields as a career which can utilize their existing backgrounds.[3] Many such persons have gone on to obtain library degrees, and some presently hold positions in academic libraries where their foreign backgrounds are utilized. That some do not find positions which correspond with their skills ("I believe my knowledge of several languages and my European background is wasted in my present position") was noted by several respondents to the present survey. A few similar comments by librarians of American birth who have specialized skills in non-library fields also were received.

Men and Women

Librarianship is typically regarded an an occupation largely made up of women but the underlying fact is nonetheless noteworthy. Sixty-four percent of all the sampled academic librarians are women. When all professional and technical occupations are taken together, the ratio of women to men is almost exactly reversed. Only 38 percent of all positions in these occupations are held by women.[4] When one compares academic librarians to academic faculty, the contrast is even more striking,

since women hold only about 20 percent of all faculty positions, and a recent study indicates that women constitute only 10 percent of all faculty in selected leading universities.[5] We find further that in 1964 only 6 percent of physicians were women. "Similarly women had only a token representation among scientists (8 percent), lawyers (3 percent), and engineers (1 percent)."[6] The large proportion of women to men in librarianship is reflected in many occupational characteristics of the profession.

Age Distribution

For academic librarians as a group, the median age is 44.9 years (Table 8) but the median age of women (48 years) is nearly seven years higher than that of the men (41.3 years). Over half of the men are between the ages of 30 and 44, but only

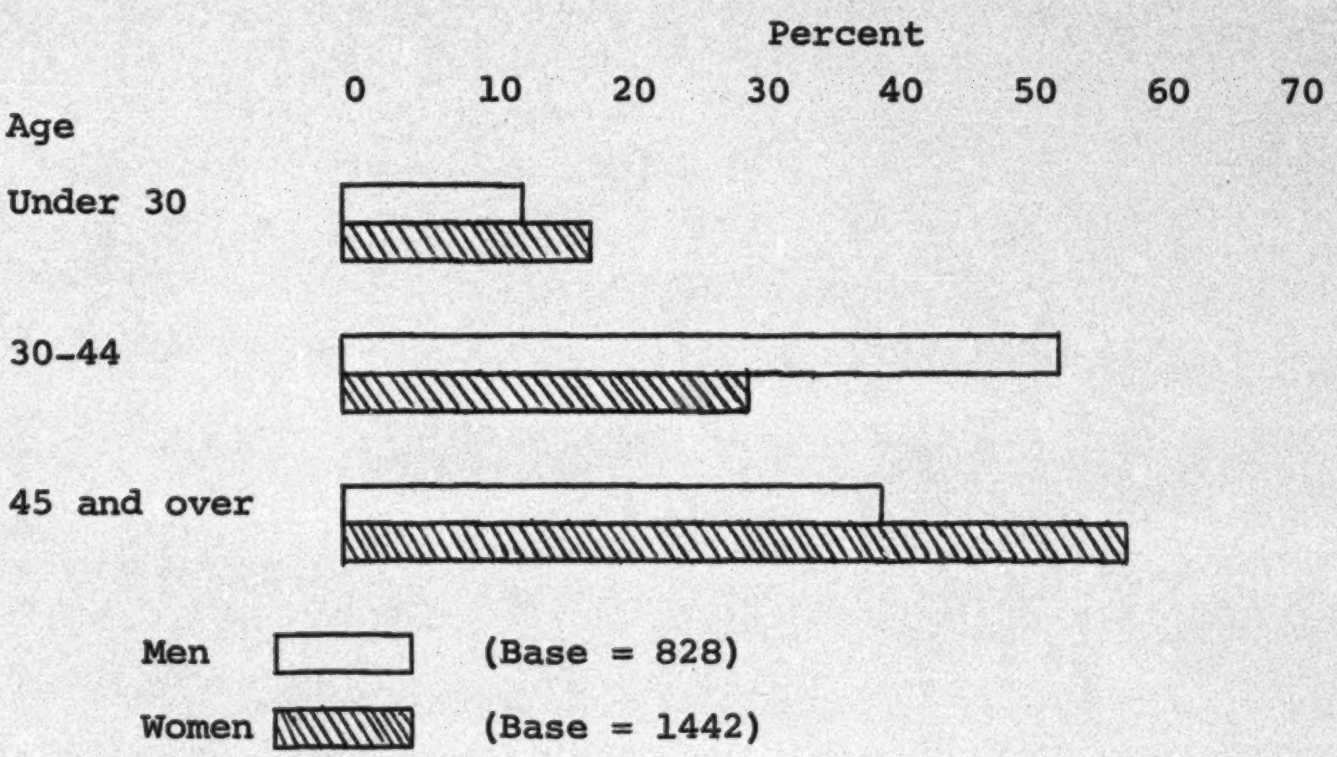
TABLE 8

AGE OF ACADEMIC LIBRARIANS, BY SEX
(PERCENT DISTRIBUTION)

Age (years)	Total	Men	Women
Under 25	2.4%	1.1%	3.1%
25-29	12.2	9.8	13.5
30-34	12.6	18.6	9.1
35-39	11.3	16.2	8.5
40-44	11.8	16.4	9.2
45-49	12.6	13.5	12.0
50-54	13.8	11.5	15.1
55-59	11.3	7.1	13.7
60-64	8.6	3.6	11.4
65 and over	3.6	2.2	4.4
Total	100.2%	100.0%	100.0%
Base	2270	828	1442
Median yrs.	44.9	41.3	48.0

one-quarter of the women are in this age bracket. As shown in Figure 1 below, 57 percent of the women are 45 years of age or more.

FIGURE 1: AGE DISTRIBUTION OF ACADEMIC LIBRARIANS, BY SEX



A review of the age groupings in other professions indicates that differentials in age levels between men and women are not unique to librarianship. Within many individual fields, the women are generally older than the men. For example, "academic women tend to be older than academic men,"[7] and a study of public school teachers reported that "the average age of 35.9 years for the men was six years less than the 41.9 years for the women."[8]

Disparities in age between men and women in many professions may be due in large measure to the fact that not all women work. Married women at those ages when dependent children keep them from working, for example, are under-represented in the labor force generally. A much larger proportion of the older age groupings, on the other hand, are represented in the labor force. Thus, among all women in the United States population who are 20 years of age and over and who have five or more years of college, the rate of labor force participation is highest among those who are 45-54 years old.[9] The median age for all working women, in fact, has risen substantially in recent years. Although comparable earlier data for academic librarians are not available, it would be expected that age levels for this group have risen, too. This seems to have occurred among public librarians. The median age of women in Alice Bryan's study of The Public Librarian in the late 1940's was 42.6 years, but Drennan's more recent study of Public Library Manpower reported a median age for women of 49 years.

Even when these facts are considered, however, librarians as a group still appear to be somewhat older than professionals in many other fields. (It is ironic, too, that once such a fact becomes apparent, it undoubtedly serves to draw some people into the field for the very reasons that others may be kept away.) Of the 243,000 scientists reporting to the National Registry of Scientific and Technical Personnel in 1966, for example, the median age was 38 years.[10] This is seven years lower than the median age of all the sampled academic librarians (44.9 years), and three years lower than the median age of the men (41.3 years).

A significant fact which lies behind the relatively high age levels of academic librarians as a group is that nearly half of the academic librarians (50 percent of the men and 46 percent of the women) with the first professional library degree did not receive this degree until they were 30 or more years old.

TABLE 9

AGE AT RECEIPT OF FIRST PROFESSIONAL DEGREE, BY SEX
(PERCENT DISTRIBUTION)

Age at Receipt of Degree (years)	Total	Men	Women
Under 25	20.8%	11.1%	26.8%
25-29	31.5	38.4	27.2
30-34	16.2	23.0	11.9
35-39	12.4	12.4	12.4
40-44	7.2	6.4	7.7
45-49	6.3	5.5	6.8
50 and over	5.7	3.1	7.2
Total	100.1%	99.9%	100.0%
Base	1792*	691*	1101*
Median yrs.	29.6	30.1	29.3

*Number reporting year of birth and year of library degree.

Some of the older recruits of the library profession are mature women who have begun their library careers as their family responsibilities diminished. ("They call us 'retreads' here--those of us who earned our degrees while or after raising our families. I'm glad I'm one.")

Counseling services and library school administrators are not entirely in accord on the desirability of this practice, and the two groups probably coordinate their approaches rarely. The library schools generally seek younger candidates, and some impose age restrictions on entrance requirements. Such restrictions have little effect, however, on what seems to be the more basic problem which occurs at the lower age levels--few recruits come to librarianship as a first career choice in their early twenties. Only one out of five academic librarians who hold the first professional degree (27 percent of the women and 11 percent of the men) received it below age 25.

The findings also indicate that more than half of all the respondents (1176 individuals) have non-library experience at a professional, technical, or administrative level. (Experience in education predominated overwhelmingly, with 855 respondents reporting they had most of their non-library experience in the field of education.) Presumably, most of these respondents had had such experience before entering librarianship. "Previous studies have shown that, for many librarians, this occupation (librarianship) was not the first vocational choice,"[11] and Morrison's findings document this point further. He found, for example, that one-third of the academic librarians sampled in his study had had experience in teaching prior to entering librarianship, and that, altogether, over half of the subjects had prior experience in other occupations.[12] The fact that a large proportion of librarians do not elect librarianship as a first occupational choice reflects very seriously upon the profession itself, and on its reputation as a challenging and rewarding career. Why this occurs is a crucial question which requires further examination. For the moment, however, we can simply note that late career decisions have an important bearing on the relatively high age levels among librarians. Furthermore, the lack of a consistent pattern of entry into the field at the lower age levels, taken with the various employment shifts in and out of academic libraries, makes forecasting of future trends in age levels precarious at best. One cannot assume that those in any particular age bracket move as a discrete unit into the next bracket simply with the passage of time, for at each age level some people will drop out while others will enter the profession, and their numbers will not necessarily correspond.

Marital and Family Status

The marital status of academic librarians depends in good measure on whether they are men or women (Table 10). As shown in Figure 2 below, 68 percent of the men, but only 40 percent of the women are married. On the other hand, more women than men are single, widowed, separated or divorced. As with the age distribution of academic librarians, the marital status of men is quite different from that of the women, and here again there are parallels between academic librarianship and other

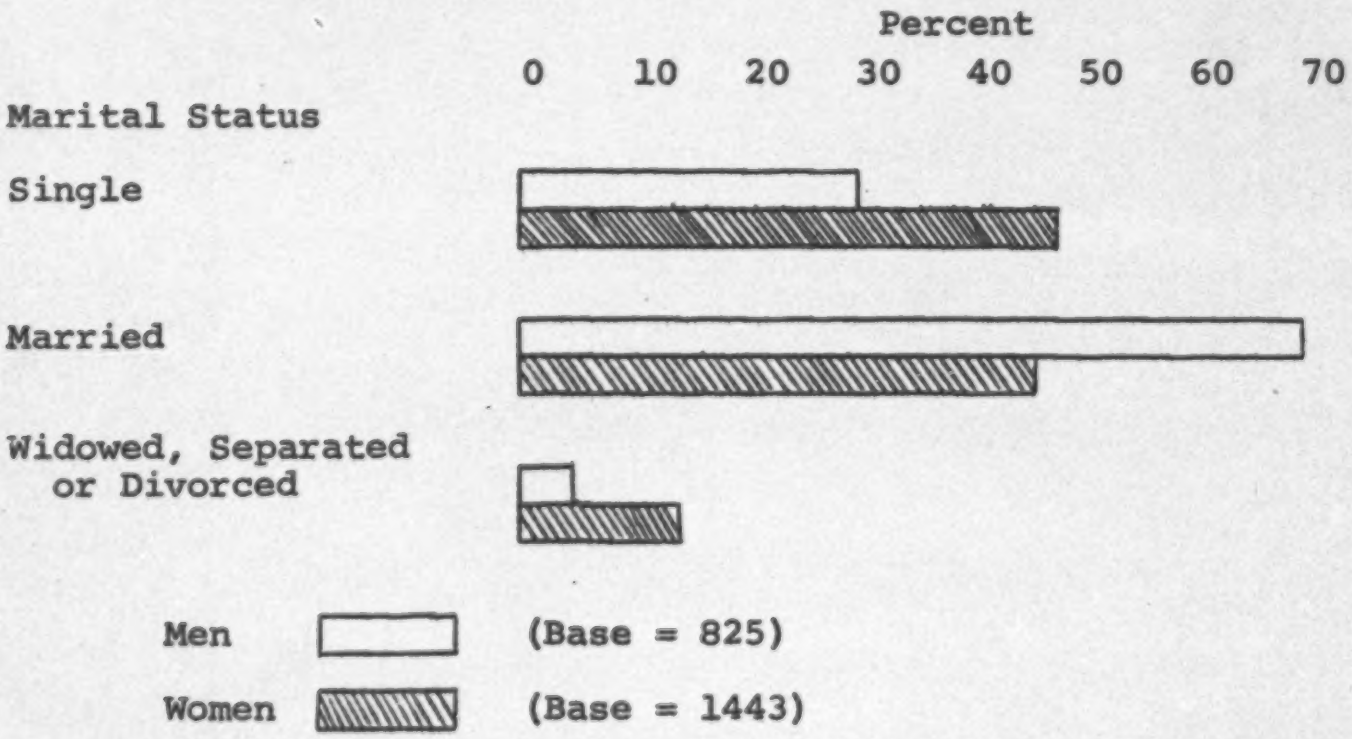
TABLE 10

MARITAL STATUS OF ACADEMIC LIBRARIANS, BY SEX
(PERCENT DISTRIBUTION)

Marital Status	Total	Men	Women
Single	39.2%	28.6%	45.3%
Married	50.4	67.9	40.4
Separated or Divorced	6.0	2.8	7.9
Widowed	4.3	.7	6.4
Total	99.9%	100.0%	100.0%
Base	2268	825	1443

fields. Drawing from 1960 Census data on the marital status of engineers, scientists, and physicians in the experienced labor force, Alice Rossi found that women in these careers are far more likely than men to be single.[13] Although the specific ratio varies from one field to another, similar findings have been reported for academic women as contrasted to academic men,[14] for librarians, and for professionals in other fields as well. In social welfare work, for example, more than twice as many women as men reported that they were single.[15]

FIGURE 2: MARITAL STATUS OF ACADEMIC LIBRARIANS, BY SEX



Why librarianship has been typed as a field for single women, is an important question. Popular prejudice against working women in general has undoubtedly been a major factor. Interestingly enough, until as recently as 1940, only 30 percent of all women workers were married.[16] Like other working women, many women librarians were single. Librarianship has traditionally been one of the few professions open to women's employment, and it has thus been stamped as an occupation for single women. With the increasing tendency of married women to go to work (in 1964, 57 percent of all women in the labor force were married),[17] it is quite likely that increasing numbers of women librarians, too, will be married.

Nearly three-fifths (58 percent) of those 789 women and three-fourths (76 percent) of those 589 men who are married, widowed, separated or divorced have children. Of the 456 women who reported their children's ages, the majority have children who are under 18 years old (Table 11).

TABLE 11

WOMEN RESPONDENTS WITH CHILDREN--BY AGE OF YOUNGEST CHILD AND BY MARITAL STATUS (PERCENT DISTRIBUTION)

Age of Youngest Child	Marital Status		
	Total	Married	Div., Sep. or Wid.
Under 6 yrs.	13.8%	17.0%	5.0%
6-13	23.9	27.8	13.2
14-17	19.5	20.9	15.7
18 and over	42.8	34.3	66.1
Total	100.0%	100.0%	100.0%
Base	456	335	121

Since this survey was directed only to those who are currently employed in an academic library, it was not possible to determine the number of women librarians who are not presently working due to family responsibilities. As was indicated earlier, however, 215 women respondents, or nearly one-tenth of the entire present work force as it is represented by the 2,282 respondents to the survey, had left work for marriage or family reasons at some point in their library careers, and later returned to it. Several of these respondents considered that continuing professional education and increased part-time employment opportunities for women should be made more widely available. The

special problems associated with working women generally are bound to be manifested in librarianship, where women constitute such a majority of the profession.

A fairly sizable proportion of all those respondents who are presently married are the spouses of men and women who are members of the faculty at the same institutions where the respondents work. Of 1,136 married academic librarians, 15 percent are faculty husbands and wives (8 percent of the 557 married men, and 22 percent of the 579 married women are faculty spouses). Several of the women commented that nepotism rules have been a barrier to advancement in their library careers. Survey data reveal that their professional qualifications often equal or exceed those of other respondents. The percentage of faculty wives with at least the fifth-year library degree is slightly higher than it is for all respondents taken together, and the relative proportions of faculty wives and all other respondents with master's degrees in other fields are about equal. Of the 2,282 respondents to the present survey, 127 or nearly 6 percent, are faculty wives.

REFERENCES TO CHAPTER II

[1]American Library Association, Library Administration Division, Library Statistics of Colleges and Universities, Institutional Data, 1965-66 (Chicago: American Library Association, 1967), p. 6-7.

[2]Bowker Annual (1967), p. 288.

[3]"Creative Retraining Provides Critically Needed Librarians," Talent, Winter, 1966-67. This article describes a program which was organized by the American Council for Emigres in the Professions, to retrain emigre lawyers as librarians.

[4]U.S. Women's Bureau, "Fact Sheet on Women in Professional and Technical Positions" (Washington, D.C.: Women's Bureau, November, 1966), p. 1.

[5]John B. Parrish, "Women in Top Level Teaching and Research," AAUW Journal, 55 (January, 1962), 106.

[6]U.S. Women's Bureau, "Fact Sheet," p. 3. It also may be of interest to note here that in several fields which generally have been considered as women's occupations, the ratio of men to women is higher than it is in librarianship. This is true of social work and of secondary school teaching. In the latter field men are now in the majority.

[7]Jessie Bernard, Academic Women (University Park, Pa.: Pennsylvania State University Press, 1964), p. 80.

[8]"Characteristics of Public School Teachers," NEA Research Bulletin, 41 (December, 1963), 105.

[9]U.S. Women's Bureau, Trends in Educational Attainment of Women (Washington, D.C.: Women's Bureau, 1967), p. 8.

[10]National Science Foundation, "Salaries and Selected Characteristics of U.S. Scientists, 1966," Reviews of Data on Science Resources, No. 11 (Washington, D.C.: National Science Foundation, December, 1966), p. 1.

[11]Morrison, "Academic Librarian," p. 181.

[12]Ibid., p. 204. Morrison examines many of the factors concerning library careers and provides a very thoughtful discussion of his own and other findings in his chapter entitled "Career Factors."

[13]Alice S. Rossi, "Barriers to the Career Choice of Engineering, Medicine, or Science Among American Women," in Women and the Scientific Profession, ed. by Jacquelyn A. Matfield and Carol G. Van Aken (Cambridge, Mass.: M.I.T. Press, 1965), p. 73.

[14]Bernard, Academic Women, p. 206.

[15]U.S. Bureau of Labor Statistics, Salaries and Working Conditions of Social Welfare Manpower in 1960 (New York: National Social Welfare Assembly, 1961), p. 5.

[16]U.S. Women's Bureau, 1965 Handbook on Women Workers, Bulletin No. 290 (Washington, D.C.: Women's Bureau, 1965), p. 19.

[17]Ibid., p. 19.

CHAPTER III

EDUCATION

Academic librarians have a high level of educational attainment. Five-sixths of the respondents have at least the first professional library degree, and many individuals have graduate degrees in other fields as well. This chapter presents the findings on library degrees, non-library degrees, and the various combinations of professional and other degrees that librarians hold. Some data on continuing education are also provided.

In order to interpret the findings on the levels of professional degrees held by academic librarians, it may be helpful first to describe very briefly the current degree structure and what the various labels represent.

Graduate education in librarianship, requiring an undergraduate degree as the pre-professional qualification, did not begin to take hold until the 1930s, although a few graduate programs had been instituted somewhat earlier. From then until the early postwar period, the fifth-year bachelor's degree or certificate was awarded for one year of professional study following college graduation. Also granted during this period, but now conferred rarely, was the sixth-year master's degree, requiring additional graduate study. These are called respectively, the first and second professional degrees. Additionally, certain accredited library schools offered an undergraduate curriculum with a major in library science, and this also met the professional requirements of the time. Such programs are now offered primarily at those schools which are not accredited by the American Library Association, and they do not meet present standards for professional training. The undergraduate degree in library science is not now considered as the first professional degree.

A period of experimentation with new types of programs began in 1947-48 and soon the fifth-year bachelor's degree was superseded by the fifth-year master's. Formalized in 1951 with the adoption of the "Standards for Accreditation" by A.L.A.'s Board of Education for Librarianship, the program leading to the fifth-year master's became the standard professional preparation.[1] The fifth-year master's is now the prevailing first professional degree, although fifth-year bachelor's degrees awarded before the changeover to present programs also meet present professional standards.

The first doctoral program was begun at the University of Chicago Graduate Library School in 1928, and no other library school conferred this degree until 1951. In 1967 there were 35 accredited library schools in the United States, all of them with fifth-year master's programs. Ten of the schools had doctoral programs.

Library Degrees

Highest library degree.--Table 12 indicates the highest library degree held by the men and women in professional positions in academic libraries. Taking together all the

TABLE 12

HIGHEST LIBRARY DEGREE HELD, BY SEX
(PERCENT DISTRIBUTION)

Highest Library Degree	Total	Men	Women
No library degree	13.5%	12.4%	14.2%
Bachelor's (undergrad. degree) in Library Sci.	2.9	.8	4.1
5th Yr. Bachelor's in Library Science[1]	17.9	11.0	21.8
5th Yr. Master's in Library Science	59.3	69.3	53.6
6th Yr. Master's in Library Science[2]	5.5	4.7	6.0
Doctorate in Library Science	.8	1.7	.3
Total	99.9%	99.9%	100.0%
Base	2265	825	1440

[1]Includes 33 respondents (7 men and 26 women) with accredited certificates.

[2]Includes 3 respondents with advanced certificates. These are now awarded by a few library schools for training at the intermediate level between the first professional degree and the doctorate.

respondents with the fifth-year bachelor's degree or above, 83.5 percent have at least the first professional degree, and relatively more men than women (86.7 percent compared to 82.7 percent) have attained it.

Those without the first professional degree.--Those respondents with no library degree constitute 13.5 percent of the total, and another 2.9 percent have an undergraduate degree in library science as their highest library degree. Taking these two groups together, one-sixth (16.4 percent) of the 2,265 respondents reporting lack the first professional degree. Some respondents who have this degree, however, attended institutions which were not accredited by the American Library Association. Of the 1,887 respondents who reported the institution they attended for their first professional degree, 93 percent cited institutions which were on the accredited list of U.S. and Canadian library schools as of Fall, 1966; another 1 percent had foreign library training which was considered to equate with U.S. standards, and 6 percent had attended institutions which were not accredited at this date. Since some institutions have been on and off the accredited list at various times, the percentage with degrees from accredited institutions may be somewhat overstated.

Respondents without the first professional degree are employed in all types of institutions. While a numerical majority of all those without this degree are employed in universities and liberal arts colleges, these types of institutions, as well as teacher's colleges, have less than their proportionate share of employees without the fifth-year library degree. Less than 15 percent of the professional staff members in each of these types of institutions lack the professional degree, while in the two-year institutions and in "other professional schools," the figures are respectively 26 percent and 24 percent.

These figures also vary with type of institutional control. In public institutions, 14 percent of the professional staff members lack the fifth-year degree, and in private institutions, the figure is 20 percent, compared, once more, to the overall figure of 16.4 percent without the degree in all institutions taken together. Thus private institutions tend to be somewhat weaker than public institutions in this respect.

More interesting, perhaps, is the fact that over two-fifths of those without the fifth-year library degree have less than five years of professional experience, and another one-fifth have between five and nine years of professional experience. This indicates that, as the demand for trained librarians continues to exceed the supply, there may be a growing tendency to employ candidates for professional positions who lack the first professional degree.

It should also be noted as particularly significant, however, that 96 respondents, or more than one-fourth of all those who do not have the first professional library degree, are presently enrolled in library schools and are working on a degree.

The first professional degree.--Probably the most striking fact revealed by the distribution of highest library degrees (Table 12) is the large proportion of academic librarians who hold the fifth-year master's degree in library science. Since this degree did not begin to be awarded widely until the 1950s, it is particularly noteworthy that nearly three out of every five subjects have obtained it.

Separate tabulations show further, that of the 1,792 respondents who reported the date of their first professional degree (fifth-year bachelor's or fifth-year master's), 46 percent, or nearly half of all those reporting, received their basic degree between 1960 and 1966; another 29 percent received it between 1950 and 1959; and only 25 percent obtained it before 1950. Thus, a sizable portion of all those who are now employed in academic libraries received their basic professional training during the very recent period when the intensified demand for library service began to be widely felt, and when new responses began to be explored and developed. It does not seem unreasonable to expect that this group, or a large portion of it, will be particularly aware of the challenges in librarianship, and will anticipate and even seek changes to meet them.

As indicated earlier, many of the respondents added free comments to their questionnaires, expressing whatever observations and opinions they wished to offer. They were not prestructured in any way, and thus they do not necessarily provide a consensus on any single issue. One could not help being struck, however, by the many comments, particularly from recent graduates, which were critical of traditional library procedures and attitudes. One participant in the study, who wrote succintly that "librarianship is behind the times," expressed an outlook which was evidenced in many of the comments by other librarians.

Advanced degrees in librarianship.--Altogether, 6.3 percent of the respondents hold advanced degrees in library science beyond the first professional degree. The proportionate numbers of men and women with degrees beyond the first professional level are about equal (6.4 percent of the men and 6.3 percent of the women have either the sixth-year master's or the doctorate in library science). Relatively more women than men hold the sixth-year master's, but this degree generally represents library training completed before the changeover to the present degree programs by the library schools. It therefore seems unlikely that women will maintain their present relative position in work beyond the first professional level. Morrison has shown that this degree brought particular advantages to women.

> Unless doctoral study becomes more popular among women than it is now, or unless some other substitute is found, the closing of this pathway to

"success" may further widen the gap between men and women in opportunity for rising in the profession.[2]

Only 1.7 percent of the men and .3 percent of the women hold the doctoral degree in library science. Although women constitute the majority of all librarians, the majority of those with this degree are men. Even more important, however, is the fact that so few persons of either sex have pursued advanced study in librarianship through the doctoral level. From the time that the first doctoral program was established in 1928, through August, 1965, there were only 220 graduates at the doctoral level (159 men and 61 women) from all the accredited library schools.[3] United States Office of Education figures indicate further that the number of library science doctorates conferred annually dropped from nineteen in 1959-60 to twelve in 1964-65. These unbelievably low figures are the national totals! In contrast, the total number of doctoral degrees conferred in all fields increased during the same period from 9,829 to 16,467.[4] Placement of graduates with the doctoral degree in library science "has been mostly in academic library administration or in library school teaching. . .,"[5] but the number of such placements cannot begin to grow appreciably until doctoral programs are vastly expanded. With the recent introduction of HEA Fellowships for doctoral study, the number of people in academic librarianship with doctorates in library science will hopefully begin to increase, but this is only a partial solution to a serious problem.

Trends in levels of highest library degree.--Since there are no earlier studies which are entirely comparable to the present one, it is impossible to indicate a precise trend in the level of professional education of academic librarians. About all that can be said is that the majority of the current work force completed their basic professional training since 1950, and that the typical academic librarian today has had graduate professional education, whereas this was probably not the case until very recently.[6,7]

A good deal more information is available on the educational characteristics of chief librarians. Several surveys between 1930 and 1960 indicate the impressive progress that was made in the general level of professional education during these three decades. In 1930 and 1931, two relevant studies were performed. Data from the first of these, which was based on the four-year liberal arts colleges, indicated that the majority of the head librarians had less than one year of professional training.[8] The second included 260 institutions accredited by the Association of American Universities, and its author concluded that "the head librarians of [the] institutions used in this survey do not make an impressive showing in respect to professional education."[9]

Another survey compared the qualifications of chief librarians at 31 major Ph.D. granting universities in 1933 with the qualifications of chief librarians at the same institutions in 1948. In the former year, only 21 percent of the chief librarians had had as much as one year of study in library school, whereas in 1948 nearly half of them (45 percent) had earned at least the fifth-year library degree.[10] A later survey, in 1960, included 471 chief librarians administering library collections of 50,000 volumes or more. Here it was found that only 13 percent had no library degree. Because overall levels of academic and professional education were high, it was noted that "as a group they meet the standards set by the profession and move beyond them."[11]

Between 1930 and 1960, and particularly during the earlier portion of this period, those in the top academic library posts were often less likely than others to have had professional training. In the 1931 study, the chief librarians at the largest universities were found to have had more academic training, but less professional training, than those in other types of institutions,[12] and in 1949 it was noted that men "without library science earned more . . . than those reporting such study."[13]

Paradoxically, status in college and university librarianship has often been conferred by graduate training in <u>other</u> fields since the top positions demand scholarly credentials and these were not generally associated with library education. This was due in part to the kind of training which was offered by the early library schools. These schools were primarily vocational in character (in 1921, several library schools required typing ability of entering candidates, while only two of them required a college degree)[14] and the earlier emphasis on practical training left library education with a heritage as a second class discipline. At best, library education was a marginal activity in terms of the funds which were allocated for its support and many of the members of the instructional staffs of the library schools were not college graduates.[15] These factors operated against attracting as library school students those persons who would later qualify for the top library posts within the higher educational community. Despite the changes which were made in the library school curricula, and the development of graduate programs during the 1930s, earlier patterns continued to influence the attitudes of college and university administrators when they appointed head librarians. Particularly in the largest institutions, academic degrees frequently took precedence over professional degrees, and as recently as 1959, Morrison found that "more major executives than others lack library training."[16] Morrison noted, however, that the earlier tendency to appoint non-librarians to the higher level posts appeared to be diminishing.

Data from the present survey indicate that 88 percent of the chief librarians have the first professional degree, compared to 83.5 percent of all librarians. The basic library degree is held by a large majority of all librarians, and head librarians are somewhat more likely than others to have attained it. While higher academic degrees often have been preferred to library degrees as the evidence of scholarship befitting the chief librarian's position, professional education is now regarded as an essential requirement. Librarianship, which may have been considered in the past as "the other discipline," has emerged from its marginal position, and the importance of graduate library education is widely recognized. The need for advanced degrees in other fields continues, nonetheless, to exist. One of the most urgently expressed manpower needs, particularly in the large university libraries, is for personnel with advanced training in subject fields to staff certain specialized types of library positions. As will be seen later, however, graduate degrees in other fields are most often accompanied by professional degrees in library science.

Non-Library Degrees

Over 98 percent (2238 individuals) of all the respondents hold at least an undergraduate degree. Major fields of study reported most frequently by those 2200 who specified their undergraduate major were English and journalism (29.8 percent), history (15.2 percent), and foreign languages and literature (10.1 percent). These fields alone constitute over half of all subject majors reported (see Table 13). Not unexpectedly, the basic and applied sciences are under-represented. With less than 7 percent of the men and women holding degrees in these fields, there are not as many librarians with training in the sciences as there are library positions with specializations in these subjects.

Fewer than 5 percent of the respondents reporting their major field of study hold an undergraduate degree in librarianship. Such undergraduate majors are not encouraged, since a full four-year course of study in the liberal arts and sciences is the preferred preprofessional background. The majority of those respondents who majored in library science for their undergraduate degree did not go on to further professional study. Only two-fifths of the 107 respondents who had majored in library science went on to obtain the fifth-year library degree.

Master's degrees were not coded by subject field, but a spot check indicates that English, history, foreign languages and literature, and education are heavily represented. The variety of subject fields in which master's degrees are held is particularly striking, however, and many of these subject fields matched the specializations of respondents in their

TABLE 13

BACCALAUREATE MAJOR, BY SEX
(PERCENT DISTRIBUTION)

Baccalaureate Major	Total	Men	Women
Humanities and arts	49.3%	47.4%	50.5%
English and journalism	29.8	23.5	33.4
Foreign languages and literature	10.1	9.2	10.7
Fine and applied arts	4.5	5.7	3.9
Other	4.9	9.0	2.5
Social and behavioral sciences	26.6	32.9	23.0
History	15.2	18.1	13.5
Other	11.4	14.8	9.5
Education	7.9	5.0	9.6
Basic and applied sciences	6.8	6.7	6.6
Library science	4.9	1.5	6.8
Other professional fields	4.5	6.3	3.4
Total	100.0%	99.8%	99.9%
Base	2200	815	1395

present library positions. The fields which were represented ranged from exotic languages and area studies to science and technology, the social sciences, and the more traditional humanities disciplines. Even the spot check turned up such master's degree majors as Egyptian hieroglyphics, Indian studies, Scandinavian studies, physics, nuclear engineering, electronics, geology, biology, microbiology, physiology, botany, entomology, horticulture, nutrition, anthropology, sociology, political science, geography, and business administration.

At the doctoral level, there were 64 respondents who specified a major field of study other than library science. Of these respondents, nearly 40 percent had majored in history or in education, and the remainder were spread more thinly through other fields. As with the master's degrees, the variety here is noteworthy. Just under a third of all doctoral degrees were held by chief librarians. Doctoral degrees are also held by subject and other specialists, as well as by a few persons who do not perform matching specialized activities.

The relative numbers of men and women with advanced degrees are quite disproportionate. Of the 828 men reporting on non-library advanced degrees held, nearly 30 percent have a subject master's and nearly 6 percent have a subject doctorate. The corresponding figures for the 1,439 women reporting non-library degrees are 18.3 percent and 1.2 percent respectively. Altogether, one-quarter of the 2,267 respondents (over one-third of the men and one-fifth of the women) reporting, hold advanced non-library degrees.

Respondents were asked to report on earned degrees only, but many of them noted additional non-degree study which they had undertaken in fields which were associated with their present work. Two illustrative comments are cited below:

> Although not taking the courses for credit, I have taken 18 hours of law courses to help in my cataloging of law books here in the law school. Also to help me in my present position, I took four hours of Spanish and three hours of German.

> I have the equivalent of a master's but not in one field. . . . Took courses to aid me in my work.

Since the tabular data describe earned degrees only, they tend to minimize the extra training that academic librarians actually have. Furthermore, where non-degree study has been pursued in fields which are associated with the respondent's present work, this may be more specifically meaningful than earned degrees in other fields.

Combinations of Highest Professional and "Other" Degrees

Five-sixths of the respondents have at least the first professional degree in library science. One-quarter of the respondents have a graduate degree in another field. Nine-tenths of the respondents have at least the first professional degree in library science, or a graduate degree in another field, or both. The various combinations of degrees held by academic librarians are shown in Table 14.

The most commonly held combination of degrees is the bachelor's degree plus a first professional degree in library science. Of the 2,262 subjects reporting, 46.6 percent hold an undergraduate degree plus the fifth-year master's degree in library science, and an additional 12.3 percent have an undergraduate degree plus the fifth-year bachelor's in library science.

Of those with "other" master's degrees (22.2 percent of all the respondents), the majority have professional library

TABLE 14

HIGHEST PROFESSIONAL LIBRARY DEGREE BY
HIGHEST "OTHER" DEGREE
(PERCENT DISTRIBUTION)

Highest Professional Library Degree	Highest "Other" Degree				
	None	Bachelor's*	Master's	Doctorate	Total
None	1.3%	9.5%	4.6%	1.1%	16.5%
5th Yr. Bachelor's in Library Science		12.3	5.0	.5	17.8
5th Yr. Master's in Library Science		46.6	11.6	1.1	59.3
6th Yr. Master's in Library Science		4.9	.6	.1	5.6
Doctorate in Library Science	—	.4	.4	—	.8
Total	1.3%	73.7%	22.2%	2.8%	100.0%
Base					2262

*Includes undergraduate bachelor's degree in library science.

degrees as well. About half of all those with "other" master's degrees (11.6 percent of all the respondents) also hold the fifth-year master's in library science, and another quarter hold the fifth-year bachelor's in library science in combination with their "other" master's degrees. Only one-quarter of those persons with "other" master's degrees do not have a professional library degree. Similarly, those with "other" doctorates tend also to have professional library degrees.

Altogether, those with "other" advanced degrees alone are outnumbered by more than three to one by those who hold such degrees in combination with the professional library degree. Thus, those who hold "other" advanced degrees generally offer such credentials in addition to, rather than as a substitute for, professional library training. The respondents who are heads of special collections and heads of audio-visual and curriculum materials departments were found to be more likely than those in other types of positions to substitute other advanced degrees for the professional library degree. Even among these respondents, however, the majority hold the professional library degree.

When the combinations of professional and "other" degrees are tabulated by highest level of degree regardless of field, 73.3 percent of the 2,262 respondents reporting are found to have at least a master's degree, and an additional 3.6 percent have doctorates. It will be noted, however, that more respondents hold non-library than library doctorates (the figures are 2.8 percent and .8 percent respectively).

While the proportion of all academic librarians holding doctorates (3.6 percent) is extremely small compared to that of other academic faculty (estimates place this figure at about 50 percent overall),[17] librarians often hold a combination of professional and other graduate degrees, and such qualifications are generally considered most desirable.

The most common sequence of training taken by those respondents who hold both library and other advanced degrees begins with graduate work in other fields and is followed by library training. Of 434 individuals with both library and other graduate degrees who reported the dates of both, 79 percent completed their other graduate degrees first. Only 21 percent followed the reverse procedure, and the patterns for men and for women were almost identical.

Interestingly enough, this sequence appears to have become most dominant only after the advent of the fifth-year master's degree. Of all the respondents with the fifth-year BLS and a graduate degree in another field, half received their library degree first and then went on to graduate study in another field, and half had done the reverse. Among those who hold the fifth-year MLS plus another graduate degree, however, nearly 90 percent completed their non-library graduate degrees first, and their library degrees later.

Librarianship has traditionally welcomed those with advanced degrees in other fields. Regardless of which particular training sequence may be considered as most desirable, the findings show that during the recent period the profession has attracted many people who had taken graduate training in other fields before setting out on library careers.

Continuing Education

The interest of college and university librarians in continuing study is strikingly evidenced by the fact that approximately one out of eight respondents in the present survey is presently enrolled for credit toward advanced degrees. The distribution of all respondents enrolled for degrees is shown by type and level of degree in Table 15. The respondents are about equally divided between library and non-library study. A quarter of all those who are taking degree credit courses are enrolled for degrees at the doctoral level (36 percent of the men and 12 percent of the women), either in library science or in another field.

TABLE 15

LEVEL AND TYPE OF DEGREE FOR WHICH PRESENTLY ENROLLED
(PERCENT DISTRIBUTION)

Level and Type of Degree	Total	Men	Women
Bachelor's	3.1%	2.7%	3.5%
Library Master's*	39.0	30.6	47.6
Other Master's*	33.7	30.6	36.9
Library Doctorate	8.6	15.0	2.1
Other Doctorate	15.6	21.1	9.9
Total	100.0%	100.0%	100.0%
Base	288	147	141

*Includes advanced certificate.

Respondents were not asked to specify non-degree credit courses that they may now be taking. How many academic librarians are involved in continuing education on this more informal basis is therefore not known. In a recent study of "Professional Staff Opportunities for Study and Research," some administrators noted, however, that non-degree study "was a more common practice than studying for a degree among their staffs."[18]

In addition, the findings show that many librarians utilize other available opportunities for professional growth. Over two-fifths of the respondents indicated that they "attended library workshops, short courses or seminars in the past two years," and the relative proportions of men and women who had done so were equal.

Several respondents noted that institutional policy encouraged further study ("I have been given opportunity to take six week courses with no work assignment here--at no loss in pay.") Others expressed their interest in continuing education, but were critical of administrative policy which did not provide special incentives, such as compensatory time off, to pursue it. The eleven month contract was also mentioned as a barrier to further study.

REFERENCES TO CHAPTER III

[1]"Standards for Accreditation, presented by the ALA Board of Education for Librarianship and adopted by the ALA Council, Chicago, July 13, 1951," ALA Bulletin, 46 (February, 1952), 48-49. Specific standards for college libraries were issued in 1959, and for junior college libraries in 1960. Each of these sets of standards stipulates the graduate library degree as the professional qualification. Standards for university libraries presently are being considered.

[2]Morrison, "Academic Librarian," p. 161.

[3]Guy Marco, "Doctoral Programs in American Library Schools," Journal of Education for Librarianship, 8 (Summer, 1967), 12.

[4]U.S. Office of Education, Earned Degrees Conferred, 1959-60, 1960-61, 1962-63, 1963-64, 1964-65 (Washington, D.C.: U.S. Government Printing Office).

[5]Marco, "Doctoral Programs," p. 11.

[6]A 1939-40 survey by the U.S. Office of Education, showed that almost three quarters of all reporting professional personnel had one year or more of instruction in an ALA accredited library school, but this report probably presents an inflated figure. It includes only 826 reporting libraries out of a total of 1,699 listed in the 1940 Educational Directory, and one year of library training may have been interpreted in various ways. American Library Association and Association of College and Reference Libraries, College and University Postwar Planning Committee, College and University Libraries and Librarianship (Chicago: American Library Association, 1946), p. 74-75.

[7]A 1949 survey of library personnel which included a sample of college and university librarians showed that 80 percent of the sampled librarians in four-year colleges and universities, and 78 percent of those in two- or three-year colleges had more than 24 semester hours of library education. Of all sample members, 25 percent in the former group of institutions, and 21 percent in the latter had one year or more of professional education. U.S. Bureau of Labor Statistics, Economic Status of Library Personnel, 1949, prepared by Lily Mary David (Chicago: American Library Association, 1950), p. 49-50.

[8]William M. Randall, The College Library; A Descriptive Study of the Four-Year Liberal Arts Colleges in the United States (Chicago: American Library Association and the University of Chicago Press, 1932), p. 56.

[9]Lee F. Zimmerman, "The Academic and Professional Education of College and University Librarians" (unpublished Master's thesis, University of Illinois, 1932), p. 71.

[10]Joe W. Kraus, "The Qualifications of University Librarians, 1948 and 1933," College and Research Libraries, 11 (January, 1950), 19-20.

[11]John Caldwell, "Degrees Held by Head Librarians of Colleges and Universities," College and Research Libraries, 22 (May, 1962), 260. Of all the chief librarians in Caldwell's survey, 13 percent had no library degree. Of those administering the largest library collections (one million or more volumes), 24 percent had no library degree, but of those in the smallest libraries (50,000 - 100,000 volumes), only 8 percent had no library degree.

[12]Zimmerman, "Academic and Professional Education," p. 91. Librarians themselves have not necessarily opposed the practice of appointing non-librarians to the top library posts. Randall considered, for example, that emphasis should be placed on the academic, as opposed to the professional, qualifications of chief librarians. (Randall, College Library, p. 57-58). More recently, the importance of professional training has been emphasized repeatedly.

[13]U.S. Bureau of Labor Statistics, Economic Status of Library Personnel, p. 10. Commenting on this point, another librarian noted: "The profession . . . needs and can expect to attract a small percentage of well-qualified people with good academic background but no formal coursework in librarianship. Such people have contributed much in the past. It is hoped that most of these will come into librarianship at the lower ranges and work up. Every time a non-librarian takes over a top position of prominence, the morale of the whole profession suffers." Arthur T. Hamlin, A Statistical Survey of Library Personnel Now and for the Future, ACRL Monograph, No. 17 (Chicago: Association of College and Reference Libraries, 1956), p. 21.

[14]Charles C. Williamson, Training for Library Service (New York: Merrymount Press, 1923), p. 26 and 32.

[15]In 1920-21, "the sum total of the budgets of the 15 library schools probably . . . [did] not excede $150,000." Ibid., p. 72. In fiscal year 1967, total budgets for the 35 library schools in the United States were estimated at nearly seven and one-half million dollars. Bowker Annual (1967), p. 276.

[16]Morrison, "Academic Librarian," p. 143.

[17]James F. Rogers, "Staffing American Colleges and Universities" (Washington, D.C.: U.S. Government Printing Office, 1967), p. 12.

[18]William H. Jesse and Ann E. Mitchell, "Professional Staff Opportunities for Study and Research," College and Research Libraries, 29 (March, 1968), 94.

CHAPTER IV

WHAT LIBRARIANS DO AND WHAT THEY THINK--AN OVERVIEW

Characteristics of Present Positions

Position level.--Nearly one out of seven academic librarians is a chief librarian (Table 16). The high proportion of chiefs to other librarians results from the small size of many of the nation's 2,000 academic libraries. While a handful

TABLE 16

POSITION LEVEL, BY SEX
(PERCENT DISTRIBUTION)

Position Level	Total	Men	Women
Chief Librarian	15.3%	21.6%	11.8%
Assoc./Asst. Librarian	10.4	11.4	9.7
Dept. or Division Head*	36.0	36.9	35.5
Other Professional Asst.	38.3	30.1	43.0
Total	100.0%	100.0%	100.0%
Base	2279	831	1448

*Includes Head of College, School or Department Library.

of the largest libraries have professional staffs numbering 150 or more, roughly half of all academic libraries have professional staffs of less than three (FTE) and in some libraries professional staffing falls far below minimum standards.

One-fourth of the chief librarians in the sample supervise two employees or less. At the other extreme, about one-third supervise ten or more people. While most libraries are small, many librarians are concentrated in just a few institutions. Nearly one-third of all librarians work in the 50 largest libraries alone.

Relatively more of the men (21.6 percent) than of the women (11.8 percent) are chief librarians. A trend toward hiring males to fill top administrative positions has become particularly apparent over the last few decades. In 1930, for example,

of the 74 institutions with enrollments of 2,000 or more, accredited by the Association of American Universities, there were 55 men and 19 women chief librarians.[1] As women chiefs retired, men were hired to take their place. The 1967 ALA Directory shows that 70 of these libraries are now headed by men and only four by women. Furthermore, not one of the 50 largest academic libraries listed in the 1967 Bowker Annual is directed by a woman.[2] The recent appointment of a male chief librarian at Barnard College was considered newsworthy enough to make headlines here, and was even reported in the British press; but the appointment of a woman librarian as head of a major library would be far more unusual.

Number of years in present position.--Over three-fifths of all academic librarians have held the same position for less than five years. Nearly one-fifth of the women (but only one-tenth of the men) have held the same position for eleven years or more (Table 17). These figures may reflect the fact that the women tend to have had more professional experience than the men.

TABLE 17

NUMBER OF YEARS IN PRESENT POSITION, BY SEX
(PERCENT DISTRIBUTION)

Number of Years in Present Position	Total	Men	Women
Less than 5	64.0%	69.7%	60.5%
5-10	20.3	20.2	20.4
11-20	12.3	8.4	14.6
21 and over	3.4	1.7	4.5
Total	100.0%	100.0%	100.0%
Base	2263	828	1435

Job mobility.--Over one-fourth of the women but only one-sixth of the men have had eleven or more years of professional experience in their present institution (Table 18). This greater mobility on the part of the men is not unexpected since "virtually all of the studies [of job mobility] agree that the more mobile are to be found among male rather than female workers."[3] John F. Harvey has studied advancement level mobility of librarians and a significant factor associated with mobility is being a man.[4] The mobility of male librarians is taken as a matter of course, yet women who, because they may withdraw from their employment for marriage or family reasons, are sometimes considered to inhibit the "development of solid,

TABLE 18

NUMBER OF YEARS OF PROFESSIONAL EXPERIENCE IN PRESENT INSTITUTION, BY SEX (PERCENT DISTRIBUTION)

Years	Total	Men	Women
Less than 5	54.1%	60.2%	50.5%
5-10	22.3	23.3	21.8
11-20	16.2	12.3	18.4
21 and over	7.4	4.1	9.2
Total	100.0%	99.9%	99.9%
Base	2270	828	1442

long-range library programs."[5] Whether this situation is actually as paradoxical as it seems cannot be determined by the present survey which was limited to those who are now working.

High turnover rates may indeed have serious effects upon the stability of library operations, but how high they are, and whether it is the women who are most culpable, has not been demonstrated (although the findings of the present study show that many of those women who are now employed had left their library positions at some earlier point). Where men leave one position for another, for example, the disruptions may be particularly strongly felt, for men are more likely to hold administrative positions and thereby to be responsible for library policy and planning. Turnover in these positions may have more harmful effects in the long run than changes in personnel at the lower levels.

Just as the drop-out problem affects both the profession as a whole and the status of its women workers, mobility or lack of mobility brings with it similar consequences. Recent studies of special librarians[6] and of current library school graduates[7] have shown, for example, that those who are able to move can and do earn considerably more than those who are not. The general lack of mobility among women librarians operates as a restraint upon their own career advancement. At the same time, worthwhile employment opportunities may remain unfilled, and trained manpower, although available generally, cannot be channeled where it is needed.

Attrition, turnover, and job mobility rates are important concerns, both for the profession as a whole, and for the future advancement possibilities of its individual members. It is quite evident, for example, that men who vacate a position for

a better one will maintain their professional commitment, thereby enhancing their value to the profession as well as improving their own future career opportunities. On the other hand, when women drop out of librarianship for marriage or family reasons (even though they may return later), they may find themselves at a disadvantage. When women leave their employment for other than professional reasons, for example, they are likely to do so at exactly that point when their library careers are just becoming established. When they return, they are likely to find that they have been overtaken by others who have maintained their professional involvement. While continuing education and increased part-time employment opportunities for women have been recommended as important steps toward overcoming one aspect of this problem (i.e., the "social wastage of women, particularly [of] those who hold a professional qualification"),[8] even these solutions may be only partial. It has been suggested, for example, that increased part-time employment may serve only to perpetuate and reinforce existing disparities in status between the sexes.[9]

Number of employees supervised.--Few librarians supervise large numbers of people, but most librarians have some supervisory responsibilities (Table 19). Just over one-quarter of

TABLE 19

NUMBER OF EMPLOYEES* SUPERVISED, BY SEX
(PERCENT DISTRIBUTION)

Number Employees Supervised	Total	Men	Women
None	26.6%	18.7%	31.1%
1-2	28.5	26.1	29.9
3-5	19.0	17.5	19.8
6-9	9.8	11.8	8.7
10-19	8.4	11.4	6.7
20-49	4.6	8.2	2.5
50 and over	3.1	6.3	1.3
Total	100.0%	100.0%	100.0%
Base	2238	815	1423

*Excludes student assistants.

the respondents supervise more than five people and an equal proportion of respondents supervise no one; nearly half supervise from one to five people. Here again, just as men are more

likely than women to be administrators, they are also more likely to supervise larger staffs. One-quarter of the men as opposed to one-tenth of the women supervise more than ten people. At the same time, 31 percent of the women (compared to 18.7 percent of the men) supervise no one.

Job activities and specialization.--Selection and acquisition, cataloging and classification, reference service, and circulation of materials are the traditional library functions. Librarians are also administrators, and a few of them direct large organizations with annual operating expenditures of a million dollars or more. Respondents to the present library survey hold all types of library positions, and perform an enormous variety of library activities. College and university librarians all contribute to the educational programs of the institutions where they work, regardless of whether or not they have any direct teaching duties, although some of them do teach formal courses or provide informal instruction in the use of the library. Librarians deal with all kinds of printed and other materials, developing and carrying out ways to make these materials, along with the knowledge, ideas, and facts that they contain, accessible to students, faculty, and research workers. Librarians draw on their total educational backgrounds to perform their work. All kinds of non-library as well as library specializations are represented in the present survey. Foreign language competencies, subject field and area specializations, knowledge of specialized forms of materials, and other professional specializations requiring non-library skills each have applications in certain types of library positions. The sampled librarians were asked the following question: "Is your major activity associated primarily with any of the following? A particular foreign language or group of languages? A particular subject field or geographical area? Another professional specialization?" Table 20 summarizes these data.

The desirability of foreign language skill is stressed by library administrators and is generally required of entering students in the library schools. Academic librarians as a whole seem to be fairly well-equipped in this respect. The Romance languages (including Portuguese, Italian, Romanian, French, Spanish and Catalan), the Germanic languages (including Danish, Dutch, Flemish, German, Icelandic, Norwegian, Swedish and Yiddish), and the Slavic languages (Polish, Russian, Serbian, Ukranian, Bulgarian, Slovak, Czech, etc.) were fairly common among the respondents. Other languages mentioned were: Latin and Greek, Hungarian, Finnish, Estonian, Turkish, Celtic, Hebrew, Chinese, Japanese, Korean, Arabic, Persian, Hindi, Indonesian, Tibetan, Manchu, Mongol, and Islamic.

Although library schools place particular emphasis on language study, specialization on the job in a subject field

TABLE 20

ACADEMIC LIBRARIANS WHOSE MAJOR LIBRARY ACTIVITY IS ASSOCIATED WITH A NON-LIBRARY SPECIALIZATION, BY TYPE OF SPECIALIZATION (PERCENT DISTRIBUTION)

Activity	Total	Men	Women
Foreign Language			
Yes	8.0%	9.7%	7.0%
No	85.6	86.8	85.0
No Report	6.4	3.5	8.0
Total	100.0%	100.0%	100.0%
Base	2282	831	1451
Subject Field or Area			
Yes, Subject Field	26.2%	26.2%	26.2%
Yes, Geographical Area	4.2	6.5	2.8
No	63.4	63.5	63.3
No Report	6.2	3.8	7.7
Total	100.0%	100.0%	100.0%
Base	2282	831	1451
Materials or Other Specialization			
Yes, Special Collections	4.3%	6.0%	3.4%
Yes, Other Materials[1]	6.3	5.9	6.5
Yes, Other Prof. Specializations[2]	4.1	6.6	2.6
No	75.9	75.0	76.4
No Report	9.4	6.5	11.1
Total	100.0%	100.0%	100.0%
Base	2282	831	1451

[1]Includes A-V, documents, maps, music scores, etc.

[2]Includes administrative specialization (i.e., personnel, public relations), automation, systems analysis, etc.

is much more common among academic librarians than is specialization in a language. Only 8 percent of the respondents stated that their major activity is associated with a language while 26.2 percent noted that their major activity is associated with a subject field or fields. Of 598 people who specialized in a

subject field, the subject specialization reported most often (185 people) was science. This included the health sciences, biological and agricultural sciences, physical sciences, engineering and mathematics. Following the sciences were the humanities and arts (177), social sciences and law (161), education and psychology (62), and "other" (17).

Area specializations were less common but included regions of the United States as well as foreign regions. Altogether 4.2 percent of the respondents (6.5 percent of the men and 2.8 percent of the women) specialized in a geographic area.

Of all respondents, 6.3 percent dealt primarily with a form of material such as U.S. government publications, or other documents, newspapers, maps, music scores, A-V materials, microforms, slides, or microprint.

Men more than women tend to have their major activity associated with special forms of material or with "other professional specializations." Six percent of the men work primarily with archives, manuscripts, rare books, and other types of special collections while only 3.4 percent of the women are active in these areas of specialization. Other professional specializations mentioned include: administration, personnel, buildings and equipment, business management, automation, systems analysis, information science, documentation, public relations, exhibits, publications, graphic design, photography. Altogether 4.1 percent of all the respondents (6.6 percent of the men, as compared with 2.6 percent of the women) stated that their major work was associated with one of these specializations.

There is some overlapping of responses between various portions of Table 20. An individual who uses a foreign language, for example, may also specialize in a geographic area, or someone whose major activity deals with a subject field (such as history), may also deal with archival or other special materials. The proportion of all librarians who are associated with at least one of these specializations, however, is certainly no less than 40 percent, and the figure is probably even higher. While administrators have repeatedly emphasized the need for specialized personnel, the library schools have not yet come to grips with this need in preparing library school students for their future employment.

Returning again to the differences in the library activities pursued by men and women, it can be noted that relatively equal proportions of men and of women are engaged in "subject" and in "other materials" specializations, while in the "other professional specializations" category, the men tend to be represented more than women.

Table 21 is further evidence that more men than women tend to be identified with special "non-library" endeavors.

TABLE 21

REGARDS SELF AS LIBRARIAN OR OTHER, BY SEX
(PERCENT DISTRIBUTION)

Regards Self As	Total	Men	Women
Librarian	95.2%	92.4%	96.9%
Librarian and "Other"[1]	1.8	2.2	1.5
Other Professional[2]	3.0	5.4	1.7
Total	100.0%	100.0%	100.0%
Base	2262	828	1434

[1]Generally "Librarian and Teacher."

[2]"AV Specialist," "Graphic Designer," "Historian," etc.

Three percent of the respondents employed in professional positions on college and university library staffs regard themselves as something other than librarians. (It is important to note here, however, that others employed in similar types of positions, think of themselves as librarians.) Relatively more of the men (5.4 percent) than the women (1.7 percent) consider themselves as other than librarians. It is clear from the table, of course, that the vast majority (95.2 percent) of all respondents regard themselves professionally as librarians, although one respondent facetiously supplied the self-description "high-paid clerk."

Nearly 11 percent of the 2,282 respondents are involved in the application of electronic data processing at an administrative or supervisory level; 18.1 percent of the men are so involved while only 6.4 percent of the women are. Comments from some respondents working in this area help explain the extent of their involvement:

> I am acting as co-ordinator between the [circulation] department and the systems analysis staff [during] the implementation of an interim based processing program.
>
> . . . . .
>
> We have data processing equipment here or on order and will probably go to at least automated circulation. Two of the central staff and I are trained in this area.
>
> . . . . .

> We [conducted] a partially successful experiment with a machine-produced serials list.
>
> . . . . .
>
> [I wrote a] detailed proposal for a new acquisition routine combining the use of punched cards with machine-produced multiple copy orders. . . . From this proposal, our new acquisitions control program was developed. . .

Nearly 15 percent of the respondents teach courses for credit. Almost one-fifth of the men teach such courses, in comparison with just over one-tenth of the women. Most teach at the same institution although a few teach at other institutions.

> I teach as a visiting lecturer at. . . . This is not within the scope of my position [here] but rather done outside of library hours. I usually teach during the Fall and Spring quarters.

Of the 322 who recorded the names or areas of the courses they teach, 76.4 percent teach library courses only, 20.2 percent teach non-library courses and only 3.4 percent teach both. More men (27.7 percent) than women (12.9 percent) teach non-library courses. Examples of non-library courses taught include: Oriental thought, legal research and writing, American legal history, seminar on legislation, directed reading, medical history, Spanish, chief English writers, and Old Norse. Bibliography courses in subject areas such as: music, horticulture, medicinal chemistry, law, Japanese literature, Chinese literature, social sciences, social work, science and technology, and religious literature were some of the others mentioned.

Apparently, library policies differ in encouraging or discouraging staff to teach. One librarian wrote,

> I received an offer to teach a foreign language at . . . University three hours per week, but the library did not grant permission to accept in spite of the fact I offered, of course, to make up time (3 hours per week.)

Association memberships.--Two-thirds of the academic librarians reported that they belong to a national, state, or regional library association; half belong to only one association and one-sixth belong to two or more. Men and women are represented in very similar proportions. The state or regional library associations are the most popular (with nearly three-fifths of the respondents as members). Half of the respondents

belong to the American Library Association. Special Libraries Association memberships are held by one-tenth of the sampled academic librarians.

Comments from the respondents who do not belong to ALA are of interest because one reason predominates--high dues.

> Dues for ALA too high.
>
> . . . . . .
>
> I read the publications regularly of ALA, ADI, SLA, but do not belong because of the cost of dues with so little return.
>
> . . . . . .
>
> The high cost of membership in the ALA prohibits a recent graduate from joining until his financial situation is more stable.

Younger librarians are the least likely to be ALA members. Although half of all the respondents belong to ALA, the percentage who are members varies among the different age groupings. Only two-fifths of those under 30 are ALA members, while half of those between 30 and 49 years of age and three-fifths of those who are 50 and over are ALA members. Various committees in the ALA "are making a determined effort to include new, young, or relatively untried members in the activities of the association." The Reference Services Division Board and the Board of Directors of the Association of College and Research Libraries both have established a program of intern committee membership on an experimental basis. Both will seek out and add junior members to committees for a one-year term.[10] Perhaps such recognition will inspire the interest and participation of other younger librarians.

In contrast to the fairly extensive membership in library associations is the more limited affiliation of librarians with national non-library associations. More than half of the 2,282 respondents do not belong to any national non-library organization while 27.8 percent belong to one only and 12.2 percent belong to more than one such organization. Non-response to the question on association membership (6.3 percent) was relatively high. The American Association of University Women, Modern Language Association, National Education Association, and American Political Science Association are some of the more frequently noted associations to which librarians belong. Examples of some other non-library associations mentioned by respondents are: Mediaeval Academy of America, Estonian Learned Society in America, Guild of Carillonneurs of North America, American Guild of Organists, Society of History of Technology, Society of Architectural Historians, American Association for Engineering Education, National Association of Social Workers, and the Association for Asian Studies.

One-fifth of the 2,282 respondents belong to the American Association of University Professors; over one-sixth of the women (16.5 percent) and over one-fourth of the men (26.2 percent) are members. This membership rate is evidence of the interest librarians show in this organization and in this means of identification with the faculty. When one considers librarians on many campuses are not even eligible for membership in the AAUP because they do not have faculty status, this membership rate seems fairly high overall.

Opinions of Library Career

The respondents were asked, "To what extent has your library career fulfilled your expectations?" The most common reply was, "About as expected," with over one-third of the respondents giving that answer. Table 22 shows, however, that half were more satisfied with their library careers than they had expected.

TABLE 22

EXTENT TO WHICH LIBRARY CAREER HAS FULFILLED RESPONDENTS' EXPECTATIONS, BY SEX
(PERCENT DISTRIBUTION)

Opinion of Library Career	Total	Men	Women
Very disappointing	1.3%	1.5%	1.3%
Somewhat disappointing	9.6	10.3	9.1
About as expected	37.2	38.2	36.7
More satisfying than expected	25.4	26.4	24.8
Much more satisfying than expected	26.5	23.6	28.1
Total	100.0%	100.0%	100.0%
Base	2246	825	1421

Only 11 percent felt disappointed with their library careers. Morrison found that only 13 percent of the academic librarians in his sample were uncertain about or dissatisfied with their library careers, and that "fewer academic librarians than other professional people are dissatisfied with their occupational choice."[11]

Although only about one out of ten of the respondents to the present survey considered that their careers did not measure up to their expectations, the question did serve to bring forth

many added comments on present library practice which pointed to specific inadequacies in individual library careers. While the reasons for their opinions were not requested, those who stated that they were dissatisfied were much more likely than others to add comments to explain why. Many such criticisms were in close accord with one another on specific issues. Together, they reveal a basic concern for better manpower utilization and for improvement in the status of the profession ("The profession is just not what it could be."). Time-consuming clerical duties were one of the major sources of dissatisfaction. The following remarks are typical.

> I seem to have been hired only as a typist and file clerk in spite of my qualifications. Though I am a professional person, I am not doing what I consider professional work.
>
> . . . . . .
>
> The reason I find library work disappointing is that I have not been given work of a professional nature to do. Far too much of my time has been tied up with clerical duties.
>
> . . . . . .
>
> My negative reaction to librarianship is based on the 15 to 20 hours a week that I check out restricted materials from our section of the library. Although I certainly expected to perform certain clerical duties, I did not realize I would spend 40 to 50 percent of my working time engaged in such tasks.
>
> . . . . . .
>
> Poor distinctions between professional work and clerical work account for [my disappointment].
>
> . . . . . .
>
> . . . may I plead for better utilization of personnel? For better administrative practices? Reappraisal and tightening of clerical routines? Private industry would go bankrupt supporting some of the library habits I have witnessed!

Many respondents criticized what they considered inflexible policies and administrative rigidity. The need for shared decision-making responsibility at all levels also was emphasized:

Ingenuity and innovation are repressed due to over-supervision and demands made for minor jobs, errands, and "busy work" and no opportunity to renovate, use other than long-standing procedures whether they fit the times or not.

. . . . . .

We are organized so that entire responsibility rests with the Head Librarian. The Head Librarian will not delegate any authority to anyone else.

. . . . . .

The chief reason for the many years of disappointing experience are: a) working under authoritarian supervision and b) working under people who have little love for or interest in the content of books.

. . . . . .

Often younger librarians are held in check professionally by stodgy administrative personnel too timid to venture into the mid-twentieth century technological age.

. . . . . .

While librarianship strives to be professional, the professionals are not serving in a professional capacity. Their recommendations or opinions are not sought and not welcomed if proferred. There is still a strong "authoritarian" concept of librarianship. Those who just "follow orders" are likely to be "time servers."

. . . . . .

Where is this "new librarian" that library schools present to us? I guess the "new breed" somehow clashes with the "old breed!"

. . . . . .

Librarians in administrative positions are the greatest barriers to academic recognition of the profession. Most resist new ideas or suggestions of change in existing routine.

. . . . . .

As a new librarian I am surprised . . . at the predominance of "little old ladies" of both sexes in library administration who are totally lacking in enlightened concepts of management.

. . . . . .

> Having recently graduated from library school I was filled with a great deal of enthusiasm and developed in my mind's eye an image of the "new librarian": full of zip, interested in new ideas, up on what's new in the field, having rapport with the patron whether adult or youth. Once I began work many of the so-called "stereotyped" images seemed to present themselves--and particularly resistance to change!

The lack of challenging work seems to be cause enough for some librarians to think about leaving the profession.

> My disappointment in my job centers around what I do all day. To me it is . . . redundant, shortsighted, and continues to make something out of nothing. I would be more satisfied at the same salary with more responsibility and meaningful work. I hope to find a way out of the library field.
>
> . . . . . .
>
> University libraries seem to have a common fault--an appalling waste of talent. People with broad backgrounds and lively interests are placed in jobs which are, at best, dull and repetitive. No new challenges nor incentives appear and there is a singular lack of chance for advancement. The person is expected to remain in the same rut. The only way out is simply to leave the system. The system thus loses the time and money it has invested in the person. Sadly enough, this situation is perpetuated by librarians entrenched in their position and unwilling to accept new ideas or relinquish power.
>
> . . . . . .
>
> I am presently planning on leaving librarianship. I feel there is always an administrative ceiling on creativity, and conventionalized routine can induce boredom.

How many others who seek intellectually challenging careers never consider librarianship to begin with is unknown. Its public image, however, does not portray librarianship as a stimulating and exciting career. Agnes Reagan has reported that college students "seem more likely to dismiss the profession as a possible career because of their impressions of the work, which they term uninteresting, than because of any other one consideration."[12] Wilson and Tauber have stated further that

> In order to attract individuals who, by native ability, background, and training, are able to develop into effective chief librarians, assistant librarians, and professional assistants, it must be shown that university librarianship is many sided and affords an opportunity for challenging, creative work; that it presents many opportunities for administrative and scholarly activity; and that ability is rewarded with promotion, extension of responsibility, and ample financial compensation.[13]

Current demands on librarianship are immensely challenging. There are certainly many librarians who are indeed presented with the opportunity, both in their day to day work, and in their other professional activities, to deal with the urgent problems which face the profession. It is also clear, however, that not all library positions offer these opportunities. ("How can one who is motivated to do something really creative in library work find an administrator who is not complacent?") Some 40 years ago, Williamson noted that

> the development of library work as a profession has been hampered by the tendency on the part of the public to look upon it as wholly clerical in nature. The library schools and the actual organization of libraries have not only done little to remove this handicap but have even done much unconsciously to perpetuate it.[14]

Judging from the spontaneous comments of the respondents quoted above, these points still merit special attention in the academic library field.[15]

Other sources of dissatisfaction ranged from nepotism rules which "stand in the way of granting faculty status to librarian-wives of professors" and the "strong tendency when there is a vacancy to replace women by men," to the lack of faculty status and inadequate salaries. Status and salaries are dealt with elsewhere but each of these matters were major areas of concern, and in some cases dissatisfaction with salary was great enough to cause librarians to decide to leave the field.

> By preference, I would like to stay with academic librarianship, but I am even now looking for a position with more remuneration.

Additionally, the desire for time off to take courses and to attend professional meetings regularly was often voiced.

[I am] somewhat saddened by the lack of interest in the professional development of librarians by library and university administrators.

. . . . . .

How can we be asked to "publish," "do research," while holding down an 8-5 job? How about a quarter or semester off to do research?

Nearly all of these comments were offered in sincere concern for improving the library profession. All point to legitimate problems librarians live with, but we must not lose sight of the vast majority who commented on the fulfillment of their library career expectations with comments such as these:

I <u>expected</u> satisfaction and get it from my work.

. . . . . .

Every moment has been fascinating--even the troublesome ones and that's what I expected.

. . . . . .

I expected to like it, and I do.

. . . . . .

It's Great!!!!!

REFERENCES TO CHAPTER IV

[1]Zimmerman, "Academic and Professional Education."

[2]Robert T. Jordan, in a letter to the editor of Library Journal, 90 (December 1, 1965), 5126, states that "only seven of the 46 largest public libraries are directed by women and there are no women among the directors of the 74 libraries in . . . the Association of Research Libraries."

[3]Howard D. Marshall, The Mobility of College Faculties (New York: Pageant Press, 1964), p. 19.

[4]John F. Harvey, "Advancement in the Library Profession," Wilson Library Bulletin, 36 (October, 1961), 144-47.

[5]Ervin J. Gaines, "Library Education and the Talent Shortage," Library Journal, 91 (April 1, 1966), 1771.

[6]"Salaries of Members of the S.L.A.," p. 244.

[7]Frarey, "The Placement Picture--1966," p. 2135.

[8]Patricia L. Ward, Women and Librarianship, Library Association Pamphlet, no. 82 (London: The Library Association, 1966), p. 7.

[9]Rossi, "Career Choice," p. 53.

[10]"A Look at ALA Activities," ALA Bulletin, 62 (April, 1968), 419.

[11]Morrison, "Academic Librarian," p. 243.

[12]Agnes L. Reagan, A Study of Factors Influencing College Students to Become Librarians, ACRL Monograph, No. 21 (Chicago: Association of College and Research Libraries, 1958), p. 22.

[13]Louis R. Wilson and Maurice Tauber, The University Library, 2d ed. (New York: Columbia University Press, 1956), p. 297.

[14]Williamson, Training for Library Service, p. 32.

[15]This tendency is sometimes reinforced by the very materials which are used to describe the profession to possible recruits. The 1966-67 Occupational Outlook Handbook, for example, contains a photograph showing a librarian at work. The caption reads: "Librarian checks out book."

CHAPTER V

ACADEMIC RANK AND STATUS

Librarians are a small minority within the higher educational community; they constitute less than 3 percent of all faculty and other professional staff in institutions of higher education.[1] Despite their crucial role in the educational process, their status has been somewhat anomalous.[2] Increasingly, the trend has been to recognize librarians on an equal basis with the teaching faculty by according them academic or faculty status and rank. This has been a gradual development, which has accelerated more recently as the importance of librarianship has come to be more widely acknowledged, and as librarians themselves have actively sought such recognition.

In 1959, the Association of College and Research Libraries, in an official statement of policy by its University Libraries Section, strongly recommended "that professional librarians be granted academic status, with corresponding faculty privileges."[3] Academic status is defined here as "the formal recognition in writing, by an institution's authorities, of librarians as members of the instructional and research staff. The recognition may take the form of assigned faculty ranks and titles, or equivalent ranks and titles, according to institutional customs."[4] The ALA Standards for College Libraries (1959) state that "professional librarians should have faculty status, with the benefits enjoyed by the teaching staff";[5] and the ALA Standards for Junior College Libraries (1960) call for faculty status for professional librarians, "preferably including faculty rank and titles identical to those of the teaching staff" and the benefits which faculty status involves.[6]

Academic Rank

The present survey sought to determine the extent to which librarians hold academic rank, which ranks they hold, and what factors are associated with rank. The pertinent questions from the survey requested information only on academic rank, not on the related but hard-to-define concept of status. The tables in the first section below pertain, therefore, only to rank. The second half of the chapter, which consists largely of comments from respondents on the questions concerning rank, shows that many academic librarians are also concerned with other aspects of faculty status.

TABLE 23

FACULTY RANK, BY SEX
(PERCENT DISTRIBUTION)

Faculty Rank	Total	Men	Women
No rank	48.8%	45.2%	51.0%
Instructor	20.9	16.5	23.4
Assistant Professor	16.5	18.6	15.2
Associate Professor	7.0	8.6	6.0
Professor	4.6	9.3	2.0
Other rank, or rank not specified	2.2	1.8	2.4
Total	100.0%	100.0%	100.0%
Base	2254	828	1426

The findings of this survey show that only slightly over half of all academic librarians hold faculty rank. Of all the respondents, 20.9 percent are classified with the rank or equivalent rank of instructor, 16.5 percent as assistant professor, 7.0 percent as associate professor, and 4.6 percent as professor. "Other rank," such as lecturer, and "rank not specified" together constitute 2.2 percent of all the respondents. This category includes those who had been granted academic rank very recently, but were not yet sure which rank they held. Taking together all the foregoing classifications, those with rank constitute 51.2 percent of the respondents. Those who noted that they did not hold a specific faculty rank, but had some form of status, are included in the category "no rank" in the above table.

Relatively more men than women reported that they hold faculty rank, but the differences in their representation at specific levels of rank are much more pronounced. Women are more likely than men, for example, to hold the rank of instructor, but they are relatively less likely than men to hold appointments as assistant professor or above. At the full professor level, men outnumber women both relatively and absolutely. Although the majority of librarians are women, three-quarters of those who are full professors are men. Altogether, only 105 individuals, or less than 5 percent of the 2,254 respondents reporting, hold this rank. Compared to an estimated 30 percent of total full-time faculty in degree-granting institutions who are full professors,[7] the proportion of librarians (9.3 percent of the men, and 2.0 percent of the women) who hold this rank seems particularly small.

Other relevant factors.--Faculty rank for librarians is associated with a variety of other factors, as the following tables indicate. Teacher's colleges, for example, are more likely than other types of institutions to grant faculty rank.

TABLE 24

FACULTY RANK, BY TYPE OF INSTITUTION WHERE EMPLOYED
(PERCENT DISTRIBUTION)

		Type of Institution				
Faculty Rank	Total	Teachers College	Liberal Arts College	Two yr. Institution	Other Prof. School	University
Yes	51.2%	70.5%	58.8%	55.4%	42.9%	42.7%
No	48.8	29.5	41.2	44.6	57.1	57.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Base	2254	217	641	213	133	1050

Public institutions offer faculty rank more readily than do those under private control, but church-related institutions are even more likely to do so than public institutions. (It is not clear, however, whether such variations may be accounted for by differences in institutional philosophy, or by other factors, such as institutional size.)

TABLE 25

FACULTY RANK, BY CONTROL OF INSTITUTION WHERE EMPLOYED
(PERCENT DISTRIBUTION)

		Control of Institution			
Faculty Rank	Total	Public	Private	Private Church-Related	Private Independent
Yes	51.2%	56.5%	44.0%	60.1%	31.3%
No	48.8	43.5	56.0	39.9	68.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Base	2254	1293	961	424	537

By position level, chief librarians are more apt than others to hold faculty rank.

TABLE 26

FACULTY RANK, BY POSITION LEVEL
(PERCENT DISTRIBUTION)

Faculty Rank	Total	Chief Libn.	Asst. Libn.	Dept. or Division Head, etc.*	Other Prof. Asst.
Yes	51.2%	64.2%	58.1%	51.7%	43.7%
No	48.8	35.8	41.9	48.3	56.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Base	2251	341	234	813	863

*Includes Head of College, School, or Departmental Library.

As indicated earlier, relatively more men than women reported that they hold faculty rank.

TABLE 27

FACULTY RANK, BY SEX
(PERCENT DISTRIBUTION)

Faculty Rank	Total	Men	Women
Yes	51.2%	54.8%	49.0%
No	48.8	45.2	51.0
Total	100.0%	100.0%	100.0%
Base	2254	828	1426

Those with the basic professional degree are somewhat more likely than others to hold faculty rank, although over two-fifths of those without this degree have faculty rank.

TABLE 28

FACULTY RANK, BY WHETHER RESPONDENT HAS PROFESSIONAL LIBRARY DEGREE (PERCENT DISTRIBUTION)

Faculty Rank	Total	Has Professional Library Degree: Yes	Has Professional Library Degree: No
Yes	51.2%	52.5%	44.8%
No	48.8	47.5	55.2
Total	100.0%	100.0%	100.0%
Base	2240	1874	366

Considering each of the foregoing factors, formal teaching activities seem particularly important. Of all the sampled librarians, just slightly over half hold faculty rank, but of those 324 respondents who teach one or more credit courses, nearly four-fifths (78.4 percent) hold faculty rank.

TABLE 29

FACULTY RANK, BY WHETHER RESPONDENT TEACHES CREDIT COURSES (PERCENT DISTRIBUTION)

Faculty Rank	Total	Teaches Credit Courses: Yes	Teaches Credit Courses: No
Yes	51.1%	78.4%	46.5%
No	48.9	21.6	53.5
Total	100.0%	100.0%	100.0%
Base	2234	324	1910

Another factor which is closely associated with rank is the doctoral degree. Of 81 respondents reporting on faculty rank and holding a doctorate in library science or in any other field, 75 percent have faculty rank. Furthermore, the rank of full professor is the dominant one for this group. Of the 81 respondents with a doctorate, 40 percent are full

professors, 35 percent are in all other ranks combined, and 25 percent have no rank. In the sample at large, however, less than 5 percent of the respondents are full professors.[8]

Types of appointment other than rank.--Although the survey questionnaire requested an indication of academic rank only, several hundred respondents who do not hold academic rank voluntarily cited other types of classification which they hold. Below are some illustrations of the various types of appointments reported by respondents who do not hold a specific academic rank:

> no formal title; not specified; state civil service rank; administrative staff; administrative faculty; officer of administration; coadjutant administration; considered part of administration; officer; corporation appointment; Regent's appointment; one under the academic dean's office; academic staff; non-teaching faculty; extra-ordinary faculty; academician; semi-academic; academic, but not faculty; staff; staff member; staff associate, professional librarian; librarian--a rank in itself, I suppose; Librarian (highest rank for librarian on campus); Librarian I, Librarian II, (etc.); our positions are called professional and we are called faculty members, but we are in a class by ourselves.

Librarians Speak Out on Rank and Status

Judging from the freely offered comments of many respondents to the present survey, rank and status are regarded as major issues by academic librarians. These spontaneous comments were so numerous, they illuminated so many aspects of this issue, and they expressed such strong convictions, that they were considered important enough to cite here in some detail. The following comments, therefore, are offered as examples of what the respondents themselves chose to write about. Full faculty status for librarians is apparently a particularly urgent concern:

> The single most unsatisfactory condition of my employment is the lack of any type of faculty status.
>
> . . . . . .
>
> Our biggest gripe here concerns our "faculty status." In any academic procession we fall at the end of the line either just before or just after the graduate assistants.
>
> . . . . . .

Two great problems face many university librarians: a) lack of faculty status and b) lack of any grievance and appeals procedure.

. . . . . .

College and university librarians should have all benefits enjoyed by the teaching faculty. Academic rank is a must.

. . . . . .

Faculty status should be stressed for college and university librarians.

. . . . . .

Librarians at . . . are classified as staff members and as such are subject to the same rules as the janitors and kitchen help, i.e., no tenure, two weeks vacation, barred from using certain facilities on campus.

. . . . . .

This library is so completely unorganized that one doubts his status. The librarian . . . has faculty status. The assistant's position is more of a glorified flunky.

. . . . . .

Here at . . . gymnastic teachers and swimming instructors--not to speak of football and baseball coaches--hold higher ranks than librarians and get their promotions earlier and faster.

Few respondents volunteered dissent from the principle of faculty status. Their comments are cited below:

Academic librarians make a great to-do about status, particularly faculty status; but they forget that professors profess, and librarians serve, and there is a historical difference of long standing. . . . There are amenities which professional librarians ought to work for but rank status is another matter.

. . . . . .

There are too many professional librarians here for the size of the library and the type of work that is done. Librarians do not deserve faculty status unless they have higher degrees in other subject fields.

. . . . . .

> Librarians wanting to be recognized as a valuable profession should improve themselves, not their positions.

Others pointed to specific reasons why equal status with the teaching faculty is important. Several believed their educational preparation equalled or exceeded that of many non-library faculty. Other reasons also were given:

> We here are currently in "Limbo," neither faculty rank nor status. Thus, we are involved directly with curriculum and instruction, but have no voting privileges--nor do we attend faculty meetings . . .
>
> . . . . . .
>
> Faculty status whould be an asset in smoothing relations between librarians and faculty members.
>
> . . . . . .
>
> Librarians . . . work as hard, if not harder, than many of the faculty members. It is high time that we be treated accordingly.
>
> . . . . . .
>
> The librarian of any special collection has to be a scholar, too, but the professional status in the academic world and the actual financial compensation are too low to attract qualified and conscientious workers.

Another respondent viewed the librarian's lack of status within the broader context of the role of higher educational institutions:

> The University, which likes to think of itself as a leader, is far behind the times concerning librarians. . . . Academic rank and better salaries for librarians are essential. . . . The University administration must soon realize this and do something about it.

Some librarians mentioned that academic status currently is being sought or is in the process of being granted:

> We are trying to get faculty status this year, by working through our librarian. I am also a member of TACT (Texas Association of College Teachers), which is also trying to get faculty status for librarians.
>
> . . . . . .

> The academic status of professional librarians at . . . is under consideration.
>
> . . . . . .
>
> Academic status has just been granted to professional librarians at . . . .
>
> . . . . . .
>
> Now called academic, but exact meaning being clarified at this time.

Occasionally, faculty status is accompanied by other faculty perquisites, even when there is no stated designation of faculty rank:

> We do not have rank but we do have status and are voting members of the faculty council.
>
> . . . . . .
>
> Academic status, with University Senate membership (but no faculty title).
>
> . . . . . .
>
> Have faculty status . . . (retirement program, membership in Academic Senate), but no assigned equivalent teaching rank.
>
> . . . . . .
>
> Since my salary is based on a straight academic schedule, since I attend and vote in faculty meetings and am accorded all privileges of an instructor, I presume that this amounts to academic rank in our small and informal school.
>
> . . . . . .
>
> I am considered a member of the faculty and am entitled to such privileges as a sabbatical, but I have no academic rank like professor, instructor, etc.

Much more frequently, however, those with faculty or academic status, but who do not have faculty rank, consider that their status is "meaningless" and "vague," and that it brings with it no guarantee of equal benefits:

> Issue is currently being kicked around. We have "academic status" but no one is sure just what this means.
>
> . . . . . .

We are vaguely classified as "faculty."

. . . . . .

We have been told that we have academic status. I do not know that this is officially stated in any university policy.

. . . . . .

Faculty status of librarians should be clarified. We have it in name but have no rank nor faculty salaries nor faculty vacations, etc.

. . . . . .

It is purely a name and carries with it no academic responsibilities or privileges or guarantees.

. . . . . .

"Academic status," (an) administrative-jargon-word made up to keep librarians happy. (This aim has not been accomplished.)

. . . . . .

Being told I have "faculty status" is not necessarily the same thing as being considered and treated as a faculty member. Faculty status for librarians who do not teach evidently means what the administration decides it will mean--no more, no less. This sort of situation can be disappointing, to say the least.

. . . . . .

Rank No, Status Yes. HA!

. . . . . .

We are called faculty, but not same privileges or pay.

. . . . . .

We have faculty privileges, but not faculty salaries.

. . . . . .

Librarians have academic status, but are not members of the policy body, the academic senate.

. . . . . .

We are considered as professionals when the administration wants something, but the corresponding privileges are not accorded.

Many of those without academic rank did mention specific privileges to which they were entitled, but frequently these privileges seem to represent a symbolic or token form of recognition rather than genuinely equal status:

> No academic rank but do attend faculty meetings (without vote).
>
> . . . . . .
>
> Not [academic rank] specifically, although I am invited to faculty committee.
>
> . . . . . .
>
> No [rank] but position is given faculty respect, amenities and consideration.
>
> . . . . . .
>
> No, but we're permitted to go to faculty club.
>
> . . . . . .
>
> Some faculty privileges (dining hall, etc.).
>
> . . . . . .
>
> In academic processions [we] walk with assistant professors.
>
> . . . . . .
>
> We are permitted to belong to the faculty club.
>
> . . . . . .
>
> We, with others of administrative staff, may use faculty parking lot and eat at faculty club.

Several respondents indicated that when academic rank is conferred in their institution, it is based on some factor other than their professional position in the library.

> Librarians are given academic rank here only if they teach at least 3 credit hours; the orientation class is only 1 credit hour.
>
> . . . . . .
>
> As librarian "no," as director of program in library science, "yes."
>
> . . . . . .

> No, my library position has no academic rank. I am assistant professor of law as a lawyer, not as a librarian.
>
> . . . . . .
>
> Academic rank based primarily on academic training. Library position and academic rank not necessarily related.

Thus, librarians may be classified as faculty, with faculty rank and faculty benefits, or they may be classified in other ways. They may have the title but not the perquisites; they may have the perquisites but not the title; some have neither; some have both. In some institutions part of the professional library staff is classified in one way, and part of it in another, and only certain positions, such as chief librarian, or certain individuals, such as those with particular educational qualifications or those with classroom teaching responsibilities, are accorded faculty rank.

Varying institutional policy toward teaching faculty accounts for some of the variations in the way librarians are classified. Not all institutions provide the same faculty benefits, and some institutions do not assign specific ranks to members of the teaching faculty. Furthermore, the standards of the regional higher educational accrediting associations do not uniformly require faculty standing and privileges for all professional library staff.[9] Whatever privileges and benefits are extended to non-library faculty in individual institutions, however, they are not always offered to librarians in the same measure. The status of librarians is often ill-defined, and their privileges may be even more uncertain. Academic librarians are concerned about both.

REFERENCES TO CHAPTER V

[1]U.S. Office of Education, Faculty and Other Professional Staff, 1963-64, p. 10.

[2]For a collection of papers presenting various viewpoints and descriptions of the academic librarian's status, see Robert B. Downs, ed., The Status of American College and University Librarians, ACRL Monograph, No. 22 (Chicago: Association of College and Research Libraries, 1958). In "The Place of College Librarians in the Academic World," California Librarian, 28 (April, 1967), 101-6, Downs emphasizes the case for faculty status, and analyzes the major reasons for it.

[3]"Status of College and University Librarians," College and Research Libraries, 20 (September, 1959), 399. These privileges "relate to tenure, academic freedom, sabbatical leaves, equitable salaries, holidays, insurance, and retirement." Ibid., 400.

[4]Ibid.

[5]"ALA Standards for College Libraries," College and Research Libraries, 20 (July, 1959), 276.

[6]"ALA Standards for Junior College Libraries," College and Research Libraries, 21 (May, 1960), 202.

[7]"Sampling Study of the Teaching Faculty in Higher Education," NEA Research Bulletin, 44 (February, 1966), 8.

[8]Describing the need for recognition of college mathematics teachers who lack the Ph.D. degree, a report by a committee of the American Mathematics Association states: "Unfortunately, the relevance of the doctoral degree in the qualification of a college teacher is often misunderstood, and the resulting confusion has, in many cases, led to serious abuses. We have in mind such abuses as the preferential treatment frequently assured the holder of a doctoral degree over an otherwise well-qualified teacher who lacks a Ph.D. . . ." Quoted by Luther J. Carter, in "Shortage of Mathematics Teachers: Seeking Status for the Non-Ph.D.," Science, 159 (March 8, 1968), 1082.

[9]Fritz Veit, "The Status of the Librarian According to Accrediting Standards of Regional and Professional Associations," College and Research Libraries, 21 (March, 1960), 127-35.

CHAPTER VI

THE SALARIES OF ACADEMIC LIBRARIANS, 1966-67

"The remuneration of the staff is one of the tests of the value attached by the college to its library service."[1] More generally, the level of librarians' salaries is an important indicator of the value society places on librarianship. With the increasing need for librarians, and the concommitant recognition of the library's crucial role (i.e., the manpower shortage is considered greatest at just that time when there are more librarians than ever before), librarians' salaries, traditionally lower than earnings in most other professions, may be expected to be rising. The salaries of academic librarians in 1966-67 are reported in this chapter. Their salaries are considered in relation to those of other librarians and other academic faculty. Age, experience, education, and other variables which may be associated with salary are also examined, and librarians' opinions on the adequacy of their salaries are reported.

Note on Salary Data

The salary analysis is based on the returns of 2,181 respondents (802 men and 1,379 women) submitting salary data. Excluded from this analysis, although included in the survey at large, are 70 respondents who work in church-related institutions on a "contributed services" basis and 31 respondents who did not report their salaries. Type and control of institution was known for each respondent, but not all respondents who supplied salary information reported on all other items, such as years of professional experience, faculty rank, etc. For this reason, the totals vary slightly from one table to another. Unless otherwise stated, the figures describe the basic annual salaries for all academic librarians reporting, including those who work on both 9-10 month and 11-12 month contracts. The former constitute 14 percent and the latter 86 percent of those reporting salary. Mean salaries were calculated from the raw data (i.e., if a salary was reported as $8,870 the exact figure was tabulated). Median salaries, however, were calculated from the printouts of salary data grouped on the basis of the salary intervals shown in Table 30.

TABLE 30

ANNUAL SALARY (1966-67), BY SEX*
(PERCENT DISTRIBUTION)

Salary Interval	Total	Men	Women
Under $6,000	7.3%	3.1%	9.7%
6,000-6,499	9.6	6.0	11.7
6,500-6,999	12.3	8.5	14.5
7,000-7,499	13.5	10.2	15.4
7,500-7,999	8.6	7.1	9.5
8,000-8,499	8.9	8.0	9.5
8,500-8,999	7.3	7.2	7.3
9,000-9,499	6.6	6.7	6.6
9,500-9,999	4.6	5.9	3.8
10,000-10,499	5.3	7.9	3.8
10,500-10,999	3.1	3.6	2.8
11,000-11,999	4.1	6.9	2.5
12,000-12,999	3.2	6.2	1.5
13,000-13,999	1.5	2.9	.7
14,000 and over	4.0	9.8	.7
Total	99.9%	100.0%	100.0%
Base	2181	802	1379
Median	$7,925	$8,990	$7,455
Mean	8,425	9,598	7,746

*Figures are based on both 9-10 month and 11-12 month salaries.

Basic Annual Salary, 1966-67

The distribution of basic annual salaries for academic librarians in 1966-67 is shown in Table 30. The mean salary (aggregate salaries divided by the total number of respondents

reporting), is $8,425. The median salary is $7,925 (half earn more and half earn less than this amount). The mean salary is higher than the median because a small minority earn exceptionally high salaries. The highest salary reported is $28,000. Four percent of the respondents (nearly 10 percent of the men, compared to less than 1 percent of the women) earn $14,000 or more.

The salary reported most frequently (the mode) for men and for women is close to $7,000. One-quarter of the respondents earn within $500 of this amount, but this modal salary range ($6,500-$7,499) is reported more commonly by the women (29.9 percent) than by the men (18.7 percent). Generally, the women tend to be most heavily concentrated at the lower ranges of the salary distribution. Slightly over half (51.3 percent) of the women, compared to 27.8 percent of the men, earn less than $7,500. On the other hand, while about one-fifth of all the respondents earn $10,000 or more, 12.0 percent of the women, compared to 37.3 percent of the men, are in this upper salary grouping. The median salary for the men ($8,990) is higher than the median salary for the women ($7,455) by about $1,500. The difference between the mean salaries of men and women ($9,598 and $7,746 respectively) is even greater.

Salary by Control and Type of Institution

It is widely recognized that salaries in public institutions are higher than in private institutions, both among library and other faculty. For librarians, however, data have not been available to describe the breakdown between private independent and private church-related institutions. Median salary by each type of institutional control is shown in Table 31.

As is the case for faculty personnel generally, the median salary for librarians is lower in church-related institutions ($6,999), than in the private independent ($7,395) and public colleges and universities ($8,390). Several respondents indicated their willingness to work at lower salaries in church-related institutions.

> Since this is a church-related college, to a certain extent I consider my working for this salary as missionary service.
>
> . . . . . .
>
> Although salary is low, this is a church-supported college. Faculty salaries are also relatively low.
>
> . . . . . .

TABLE 31

MEDIAN ANNUAL SALARY BY CONTROL OF INSTITUTION WHERE EMPLOYED, BY SEX (PERCENT DISTRIBUTION)

Control of Institution	Total		Men		Women	
	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
Public	59.3	$8,390	60.8	$9,390	58.4	$7,965
Private	40.7	7,252	39.2	8,550	41.6	6,959
Private, Independent	24.7	7,395	24.9	8,605	24.6	7,110
Private, Church-Related	16.0	6,999	14.2	7,790	17.0	6,685
Total	100.0%	$7,922	100.0%	$8,991	100.0%	$7,454
Base	2181		802		1379	

For the type of college (church-related) I chose this salary. There were higher offers.

Salaries are more directly related to control of institution than they are to institutional type. Although it was unexpected to find that the median salary in two-year institutions is somewhat higher than it is in those of other types (Table 32), the differences here may be too small to be statistically significant. The fact that the median figure for this type of institution is not considerably lower than it is, however, may be a reflection of the very rapid growth of public junior colleges within the recent period, spurred by greatly increased financial support.

Some Salary Comparisons

The library profession competes among other professions to attract able recruits, and college and university libraries compete with other types of libraries for trained personnel. If these libraries seek to draw qualified personnel from the national manpower pool, salaries in academic libraries must be on a comparable level with those in other libraries and with the earnings available in other professions. For academic librarians who are part of the higher educational community, faculty salaries provide an additional yardstick for comparison.

TABLE 32

MEDIAN ANNUAL SALARY BY TYPE OF INSTITUTION WHERE EMPLOYED, BY SEX (PERCENT DISTRIBUTION)

Type of Institution	Total		Men		Women	
	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
University	47.8	$8,020	51.7	$9,080	45.5	$7,525
Liberal Arts College	27.6	7,530	23.4	8,625	30.0	7,220
Teacher's College	9.8	8,280	9.9	9,070	9.7	7,999
Other Professional School	5.6	7,665	6.2	8,835	5.2	7,215
Two Year Institution	9.2	8,320	8.7	10,070	9.5	7,775
Total	100.0%	$7,922	100.0%	$8,991	100.0%	$7,454
Base	2181		802		1379	

Mary Gaver, a past president of the American Library Association, has urged that "beginning graduates with a Master's degree in Library Science receive a salary of $8,500 a year."[2] The results of the present survey indicate, however, that of those 1,292 respondents reporting salary who hold the fifth-year MLS as their highest library degree, 64 percent earn less than this amount, regardless of experience.

Although the salaries of academic librarians tend to be somewhat higher than those of public and school librarians,[3] the median salary for all academic librarians reporting salary ($7,925) in 1966-67, is below that which was reported for science information personnel ($9,000) in 1965,[4] and for special librarians ($9,025) in 1967.[5] The average salary of professional librarians employed in federal libraries ($8,750) in 1964,[6] was also higher than the average salary ($8,425) for academic librarians reporting in the present survey for 1966-67, although the actual differential is undoubtedly greater than that which is implied, for the salaries of federal librarians, as those of other librarians, have increased since 1964. In some cases the increases have been quite dramatic. Salary data from two recent consecutive surveys of state library consultants revealed, for example, that between 1965 and 1967 "some rather spectacular gains have been made."[7] At the earlier date, only 12 percent earned $10,000 or more annually, while the more recent survey reported 44 percent at this

salary level.[8] Thus, changes are occurring very rapidly, and salary figures soon become out-of-date.

For this and for several other reasons it is difficult to make meaningful comparisons between the salaries of academic librarians and other academic faculty. Figures showing overall faculty salaries, for example, typically exclude the salaries of administrative personnel, whereas standard summary figures for librarians' salaries include the salaries of administrators (mainly chief librarians) as a matter of course. This has the effect of raising the apparent salary for librarians in comparison to other faculty. For example, when chief librarians' salaries are included in the salary tabulations, the median figure ($7,925) for academic librarians is somewhat higher than it is for this professional group ($7,717) when chief librarians are excluded. It may be of interest to note here that the median salary of chief librarians alone is $9,750 (Table 33).

TABLE 33

MEDIAN ANNUAL SALARY BY POSITION LEVEL, BY SEX
(PERCENT DISTRIBUTION)

Position Level	Total		Men		Women	
	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
Chief Librarian	13.6	$9,750	20.4	$11,710	9.7	$8,300
All Others	86.4	7,717	79.6	8,577	90.3	7,105
Assoc./Asst. Librarian	10.3	8,300	11.5	10,250	9.6	7,155
Dept./Div. Head**	36.7	8,600	37.7	9,450	36.1	8,065
Other Prof. Assistant	39.4	7,195	30.4	7,460	44.6	7,085
Total	100.0%	$7,925*	100.0%	$8,991*	100.0%	$7,453*
Base	2178		802		1376	

*Median for those reporting position level.

**Includes Heads of School, College, and Departmental Libraries.

Another point of difference between librarians and non-library faculty is the varying length of their respective contract years. While faculty salaries generally are reported on a nine-month basis, most librarians are employed for eleven months. Furthermore, the salary reported by librarians employed on the 11-12 month contract is not commensurately higher than that reported by librarians employed on the 9-10 month contract (Table 34), whereas among other faculty, increments are probably more directly proportionate to the longer work year where this type of contract obtains. Differences in the nature of the sample selected, in the response totals, and in the way in which survey data are reported, are additional factors which should be considered when comparisons are made from one professional group to another.

TABLE 34

MEDIAN ANNUAL SALARY BY LENGTH OF CONTRACT, BY SEX
(PERCENT DISTRIBUTION)

Length of Contract	Total		Men		Women	
	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
9-10 month	13.9	$7,595	11.6	$8,700	15.2	$7,250
11-12 month	86.1	7,964	88.4	9,020	84.8	7,475
Total	100.0%	$7,919*	100.0%	$8,991*	100.0%	$7,451*
Base	2164		792		1372	

*Median for those reporting length of contract.

Once aware of these qualifications, none of the available salary figures for academic faculty appear to be precisely comparable to the present ones for academic librarians. Certain generalizations are nonetheless possible, and it is hardly surprising to find that academic librarians earn less, on the average, than other faculty, although they are likely to work as much as two months longer. The mean salary for academic librarians in the present study ($8,425), is considerably lower, for example, than the mean salary of $10,354 reported by the AAUP for full-time faculty with and without professorial rank in 936 institutions.[9] Similarly, the median salary of academic librarians ($7,925) is lower than that reported by the NEA for faculty in degree-granting institutions for the preceeding year. In 1965-66, "the median salary of all full-time faculty personnel is $9,081."[10]

One particularly striking point is revealed by the additional comparative data for men and women, for this appears to explain some portion of the salary differential between academic librarians and other faculty. The NEA goes on to report, for example, that "as in other professions, the median salary of women faculty personnel, $7,732, is lower than among men ($9,275)."[11] Among the academic librarians surveyed here one year later (differences in reporting date, length of contract, etc., should continue to be recalled), the median salary for women is $7,455, compared to $8,990 for the men. Thus, median salaries of academic faculty and of academic librarians correspond much more closely when men and women are considered separately than when each professional group is considered in the aggregate. Since women's salaries tend generally to be lower than those of men in all professions, the disproportionately high representation of women among librarians, and the disproportionately low representation of women among other faculty, serves to intensify the salary differential between librarians and other faculty when contrasted to one another as aggregate groups.

Salary by Faculty Rank

The median salary of $8,260 for librarians who hold faculty rank is higher than the median salary of $7,537 for librarians without faculty rank (Table 35). Faculty rank therefore appears to confer a salary advantage. This is particularly apparent at the higher ranks, for median salary rises with each level of faculty rank to $12,370 for those who are full professors. It is also noteworthy, however, that the median salary for librarians with the rank of instructor ($7,250) is somewhat less than that for librarians who do not hold faculty rank ($7,537).

The previous chapter reported a strong association between formal teaching responsibilities and faculty rank. It is not unexpected to find, therefore, that those librarians who teach formal courses tend to earn more than those who do not. The median salary for the former group is $9,230, while the median salary for those with no formal teaching responsibilities (this group constitutes 86 percent of 2,153 individuals reporting salary), is $7,745.

In The Academic Marketplace, Caplow and McGee point to an interesting paradox. They claim that

> For most members of the teaching profession, the real strain in the academic role arises from the fact that they are, in essence, paid to do one job, whereas the worth of their services is

TABLE 35

MEDIAN ANNUAL SALARY BY FACULTY RANK, BY SEX
(PERCENT DISTRIBUTION)

	Total		Men		Women	
Faculty Rank	Per-cent	Median Salary	Per-cent	Median Salary	Per-cent	Median Salary
Without Rank	49.2	$7,537	45.6	$8,730	51.3	$7,285
With Rank	50.8	8,260	54.4	9,220	48.7	7,815
Instructor	20.8	7,250	16.6	7,540	23.3	7,130
Asst. Professor	16.5	8,765	18.8	9,160	15.1	8,535
Assoc. Professor	6.9	10,360	8.5	11,270	6.0	9,445
Professor	4.5	12,730	8.9	14,330	1.9	9,750
Has Rank, but not Specified*	2.1	7,750	1.6	9,000	2.4	7,333
Total	100.0%	$7,931**	100.0%	$8,983**	100.0%	$7,460**
Base	2157		799		1358	

*Includes Lecturers.

**Median for those reporting rank.

> evaluated on the basis of how well they do another. . . . Most professors contract to perform teaching services. . . . When they are evaluated, however, either as candidates for a vacant position, or as candidates for promotion, the evaluation is made principally in terms of their research contributions to their disciplines.[12]

It seems particularly ironic, therefore, to note that although librarians are employed to perform library activities, they seem to be evaluated, at least where salary or rank is concerned, on the basis of their formal teaching activities.

Some institutions have begun to take more seriously the librarian's educational role, to recognize the importance of this role regardless of formal classroom teaching responsibilities, and to bring librarians' salaries more closely into line with other faculty salaries. In some cases this recognition has resulted in part from the strong position taken by librarians

themselves. At the City University of New York, where professional librarians have full faculty status, including faculty titles and salaries, the " . . . first library rank now carries the title Instructor with a salary range from $8,100 to $11,950."[13] Even here, however, where librarians are "entitled to sabbatical leave, and all the other benefits and responsibilities of faculty membership," they are not entitled to equal annual vacation.[14]

Salary by Age

Table 36 shows that median salary by age reaches a high point of $8,700 for those who are in their forties, drops off to $8,375 for those who are in their fifties, and increases

TABLE 36

MEDIAN ANNUAL SALARY BY AGE, BY SEX
(PERCENT DISTRIBUTION)

	Total		Men		Women	
Age (years)	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
Under 30	15.1	$6,785	11.3	$6,965	17.3	$6,710
30-39	24.2	7,890	35.0	8,345	17.9	7,395
40-49	24.2	8,700	30.0	9,999	20.8	7,790
50-59	24.7	8,375	17.9	10,280	28.6	8,025
60 and over	11.8	8,499	5.8	10,750	15.4	8,150
Total	100.0%	$7,925*	100.0%	$8,991*	100.0%	$7,455*
Base	2172		799		1373	

*Median for those reporting age.

slightly to $8,499 for those who are sixty and over. Thus, when all respondents are taken together, it appears that those who are in their forties tend to earn higher salaries than those who are older. Upon closer examination, however, it will be seen that a somewhat different pattern emerges when men and women are considered separately.

Among men, for example, the median salary is $9,999 for those in their forties, but rises to $10,280 for those in their

fifties, and to $10,750 for those who are sixty and over. The corresponding figures for women are $7,790, $8,025, and $8,150. Thus, median salary rises with age for both groups. Women tend to earn less than men at any corresponding age level, however, and salary differentials between men and women increase with age. For those under 30, the differential in median salary between men and women is $255, whereas for those who are 60 and over, the median salary differential is $2,600. The disproportionately high representation of women and the disproportionately low representation of men in the upper age brackets are also factors which influence median salaries by age where men and women are considered in the aggregate.

Salary by Professional Experience and by Age

Several previous studies have suggested that salaries of academic librarians do not keep pace with experience. Randall found among college librarians over 30 years ago, for example, that "in the group as a whole, there is no significant relationship between length of experience and salary."[15] More recently Morrison reported that "length of experience as reflected in the age of librarians at the time of the survey is virtually unrelated to salary."[16] While beginning salaries of recent library school graduates have been rising steadily, particular concern has been expressed about whether salaries increase thereafter with professional experience. Many respondents to the present study were similarly concerned and considered this a question of direct self-interest. One of them, a woman department head with a professional degree and 25 years of professional experience, whose annual salary is just over $9,000, wrote:

> A lot more attention needs to be paid to the economic status of professional librarians, particularly to that of people like me, in the middle group between the beginners and the administrators. . . .

The survey findings appear to support the legitimacy of this claim, but in several respects the results are rather surprising.

Experience does pay but just how much it pays depends on who is being described (Table 37). While the findings indicate a direct relationship between experience and salary, this relationship is stronger for the men than for the women. The median salary for all respondents rises from $6,940 for those with less than five years of professional experience to $9,205 for those with 20 or more years of professional experience. Among men, however, the figures are $7,330 and $12,570 respectively, compared to $6,750 and $8,745 for the women.

TABLE 37

MEDIAN ANNUAL SALARY BY NUMBER OF YEARS PROFESSIONAL EXPERIENCE, BY SEX (PERCENT DISTRIBUTION)

Number of Years Professional Experience	Total		Men		Women	
	Per-cent	Median Salary	Per-cent	Median Salary	Per-cent	Median Salary
Under 5	33.0	$6,940	35.5	$7,330	31.6	$6,750
5-9	20.2	7,965	23.0	8,950	18.6	7,465
10-14	14.3	8,930	17.2	10,235	12.6	8,080
15-19	11.6	8,955	11.7	10,750	11.6	8,275
20 and over	20.8	9,205	12.6	12,570	25.6	8,745
Total	99.9%	$7,920*	100.0%	$8,975*	100.0%	$7,455*
Base	2155		795		1360	

*Median for those reporting years of professional experience.

Salary differentials between men and women may be due in some measure to their differing educational qualifications. While it was not possible to examine the salaries of men and women by every possible combination of professional and academic degree, that particular combination of degrees which was held most typically was selected for such analysis. Table 38 shows median salary by years of professional experience for those with a master's degree in library science and a non-library bachelor's degree. In order to eliminate the possible distorting effect on salary of the 9-10 month contract, Table 38 considers those on 11-12 month contract only.

This table shows that among those with equivalent educational qualifications as defined above, salaries increase with professional experience. Furthermore, men whose highest degree is the fifth-year master's in library science are likely to receive substantially higher rewards for experience than women with the equivalent education. Median salary differentials exist between men and women at all levels of experience. Here again, the gap in median salaries between the two groups widens as experience increases.

It is small wonder then, that women tend also to be more dissatisfied with their salaries as their experience increases

TABLE 38

RESPONDENTS WITH 5TH YEAR MLS AS HIGHEST LIBRARY DEGREE AND NON-LIBRARY BACHELOR'S AS HIGHEST "OTHER" DEGREE--MEDIAN ANNUAL SALARY (11-12 MO.) BY NUMBER OF YEARS PROFESSIONAL EXPERIENCE, BY SEX (PERCENT DISTRIBUTION)

Number of Years Professional Experience	Total		Men		Women	
	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
Under 2	19.2	$6,660	15.5	$6,825	21.5	$6,605
2-4	28.2	7,235	26.7	7,565	29.1	7,125
Under 5	47.4	6,986	42.2	7,250	50.6	6,877
5-9	26.6	8,090	29.5	8,770	24.8	7,680
10 or over	26.0	9,070	28.3	10,165	24.6	8,525
Total	100.0%	$7,515	100.0%	$8,345	100.0%	$7,270
Base	854		329		525	

while, among men, the level of satisfaction with salary varies only slightly at each of several levels of experience (Table 39). It is also particularly noteworthy that while librarians tend to be quite satisfied with their library careers generally (as shown in Chapter IV, only 11 percent expressed dissatisfaction), nearly half (48.1 percent) consider that their salaries are inadequate in terms of their professional experience. As seen by the librarians themselves, salaries, then, are a major issue, both among men and women.

TABLE 39

OPINION OF SALARY BY NUMBER OF YEARS PROFESSIONAL EXPERIENCE, BY SEX*
(PERCENT DISTRIBUTION)

Considers Salary Adequate	Number Years Professional Experience			
	Total	Under 5 Yrs.	5-14 Yrs.	15 Yrs. & Over
All Respondents				
Yes	51.9%	58.8%	49.9%	46.8%
No	48.1	41.2	50.1	53.2
Total	100.0%	100.0%	100.0%	100.0%
Base	2129	709	738	682

TABLE 39 (contd.)

Considers Salary Adequate	Number Years Professional Experience			
	Total	Under 5 Yrs.	5-14 Yrs.	15 Yrs. & Over
Men				
Yes	53.8%	55.0%	51.9%	55.2%
No	46.2	45.0	48.1	44.8
Total	100.0%	100.0%	100.0%	100.0%
Base	796	280	322	194
Women				
Yes	50.7%	61.3%	48.3%	43.4%
No	49.3	38.7	51.7	56.6
Total	100.0%	100.0%	100.0%	100.0%
Base	1333	429	416	488

*The questionnaire item on which this table is based, read: "Relative to your professional experience, do you consider your salary adequate?"

Salary by Highest Professional Degree

Table 40 shows that median salary rises as the length of professional study increases. Caution must be urged in interpreting the specific figures however: first, because some portion of the respondents in each category hold other advanced degrees in combination with their professional degrees, and this additional training may affect the salary figures;* and second because the number of persons (17) holding the library science doctorate and reporting their salary is so small that the median salary figure derived from this group may not be entirely representative of others who hold this degree, but were not selected in the sample.

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*It will be noted, for example, that the fifth-year bachelor's degree appears to be more highly rewarded than the fifth-year master's, both for men and for women. It is not clear, however, what portion of these differences may be due to the effect of experience (those with the bachelor's degree have more professional experience), and what may be attributed to the fact that a somewhat larger percentage of those with the BLS than of those with the MLS hold other graduate degrees in addition to their professional degrees.

TABLE 40

MEDIAN ANNUAL SALARY BY HIGHEST PROFESSIONAL LIBRARY DEGREE, BY SEX
(PERCENT DISTRIBUTION)

Highest Professional Library Degree	Total		Men		Women	
	Percent	Median Salary	Percent	Median Salary	Percent	Median Salary
None	16.4	$6,905	12.8	$7,800	18.5	$6,695
First Professional Degree	77.4	7,980	80.7	8,920	75.5	7,495
5th Yr. Bachelor's in L.S.	17.7	8,585	10.8	11,130	21.7	8,265
5th Yr. Master's in L.S.	59.7	7,775	69.8	8,710	53.8	7,315
Second Professional Degree (6th Yr. Master's in L.S.)	5.5	9,940	4.8	11,670	5.8	9,390
Doctorate in L.S.	.8	15,600	1.8	*	.2	*
Total	100.0%	$7,920**	100.0%	$8,999**	100.0%	$7,455**
Base	2165		796		1369	

*Median not calculated.

**Median for those reporting highest library degree.

The figures are nonetheless suggestive. Indeed, the very fact that there are so few librarians with the doctorate in library science while the demand for them is great, may provide one explanation for the exceedingly high median salary of $15,600 which is tentatively reported here. This figure is considerably higher than the median salary for librarians with doctoral degrees in other fields. Based on 63 individuals reporting, median salary for the latter group is $10,500. The doctorate in library science appears, in contrast, to be particularly highly valued.

Although the median annual salary of $15,600 (1966-67) for those with the library science doctorate can only be considered as suggestive (the number of persons reporting such

degrees is minute), this salary compares favorably with those reported by the National Science Foundation for scientists with the Ph.D. degree. Among Ph.D. scientists employed full-time by educational institutions, the median salary for calendar year 1966 was $12,800. Some of the individual fields for which corresponding median salary figures are reported, are sociology ($10,500), anthropology ($11,000), physics ($12,000), and mathematics ($13,600), while the highest figures reported are for economics ($14,000), and for "other fields" ($14,800).[19]

REFERENCES TO CHAPTER VI

[1]Guy R. Lyle, The Administration of the College Library, 3rd ed. (New York: H.W. Wilson Co., 1961), p. 195.

[2]Quoted in Library Journal, 92 (August, 1967), 2713. As one of the considerations used to arrive at this figure, Miss Gaver "referred to the NEA Salary Goal which had been set in 1966 at $8,000 a year for a classroom teacher with a Bachelor's degree and no experience . . . ." Ibid.

[3]Compared to the median salary of $7,925 for academic librarians in the present study, the median salary of school librarians in 1966-67 was $6,708. National Education Association, Research Division, 23rd Biennial Salary Survey of Public-School Professional Personnel, 1966-67: National Data, Public-School Salaries Series, Research Report 1967--R 11 (Washington, D.C.: The Association, 1967), p. 22.

[4]Battelle, Science-Information Manpower, p. 17.

[5]"Salaries of Members of the SLA," p. 220.

[6]Bowker Annual (1966), p. 26.

[7]Marie Ann Long, "A Reconsideration of The State Library Consultant at Work," in The Changing Role of State Library Consultants, ed. by Guy Garrison, University of Illinois Graduate School of Library Science Monograph Series, No. 9. (Urbana, Ill.: University of Illinois Graduate School of Library Science, 1968), p. 7.

[8]Ibid.

[9]"The Economic Status of the Profession, Report on the Self-grading Compensation Survey, 1966-67," AAUP Bulletin, 53 (June, 1967), 151.

[10]National Education Association, Research Division, Salaries in Higher Education, 1965-66, Higher Education Series, Research Report 1966--R2 (Washington, D.C.: The Association, 1966), p. 10.

[11]Ibid.

[12]Theodore Caplow and Reece J. McGee, The Academic Marketplace (New York: Basic Books, Inc., 1958), p. 82.

[13]"Librarians Get Faculty Status at City University of New York," Library Journal, 91 (January 15, 1966), 219.

[14]*Ibid.*, 220.

[15]Randall, *College Library*, p. 62.

[16]Morrison, "Academic Librarian," p. 403.

[17]See, for example, John Weatherford, "The Price of Obsolescence," *Library Journal*, 91 (March 1, 1966), 1182.

[18]*Summary of American Science Manpower, 1966*. (Washington, D.C.: National Science Foundation, March, 1968), p. 1.

[19]*Ibid.*, p. 2-3.

APPENDIX A

TECHNICAL NOTE ON SAMPLING PROCEDURES AND RESULTS

James W. Grimm

Sampling Equation

The objective of the sample design was to establish procedures ensuring that each librarian would have the same probability of being selected into the sample. An overall sampling fraction of one in five was used. The sampling equation for the two-stage design was:

$$\frac{1}{5} = \frac{m.s.}{5x6} \times \frac{6}{m.s.}$$

where

a. m.s. equals the size of professional staff in terms of full-time equivalents.

b. $\frac{m.s.}{5x6} = \frac{m.s.}{30}$ indicates that an interval of 30 was applied to the measure of size of academic libraries in the first stage of sampling.

c. $\frac{6}{m.s.}$ indicates the within library sampling fraction which was applied to the listing of librarians supplied by the head librarian of selected libraries.

d. $\frac{1}{5}$ was the probability of selection for each librarian listed for the sampled institutions.

Since sample procedures were based on these equally probable methods of selection, a probability model was the foundation for the type of sampling used here. It is for this reason that statistical inferences concerning the population of academic librarians are possible from sample results reported. Sample libraries were systematically chosen by selecting one sample point for every 30 FTE. In order to minimize the problem of within-library homogeneity of labor force characteristics, only six librarians were selected for every sample point. Libraries were selected on the basis of probability proportionate to size and the probability that any particular library was selected was $\frac{m.s.}{30}$. All libraries which had 30 FTE or more

came into the sample with certainty, and are the "self-representing" primary sampling units. All other sample institutions are "non-self-representing," indicating that they represent other libraries in addition to themselves, and that their probability of selection was less than 1.0.

For several of the "self-representing" primary selection units there was more than one sample selection. These "multiple-hit" primary sampling units involved a proportionally decreased rate of selection to account for the additional representative sample points. The within intervals of selection applied to the lists supplied by head librarians were actually:

$$\frac{\text{m.s.}}{6 \times \text{number of sample selections}}.$$

If, for example, a library was alloted 60 or more FTE as a measure of size, the probability was certainty that at least two sample points were represented by this library.

The within interval of selection was calculated for each selected library or group of libraries, as indicated above, in terms of the size of the professional staff in FTE, the desired number of respondents per sample selection (always six), and the number of sample selections represented by each primary sampling unit.

Stage One Stratification

In order to reflect employment in varying kinds of institutions, selection procedures were designed to represent libraries by type and control of institution, and by size of professional staff. To ensure the selection of these major groupings, the Office of Education list was reordered into strata based on the following:

1. Type of institution.--Each institution was categorized as one of five types. These were: universities, liberal arts colleges, teacher's colleges, other professional schools, and two-year institutions. The other professional school category included independent technological schools, theological or religious schools, and fine arts institutions. Junior colleges, technical institutes, and semi-professional schools were included in the two-year institution group.

2. Control of institution.--Two types of control were designated: public (including federal, state, and local), and private (including independent and church-related schools).

3. Size of professional staff.--Any of several indicators, such as number of volumes, student enrollment, or staff size, could have been selected to designate sizes of academic libraries. Of the several alternatives available, the size

criterion which most suited the purpose of the present study was size of professional staff. Thus librarians are represented in the sample in the same proportion as they are actually employed in the universe.

From summary data concerning size of professional library staffs in 1964-65 provided by the U.S. Office of Education, size categories were established for each type of institution. Thus, for example, a "small" university library was described as having less than ten professional staff members in FTE, but a "small" two-year institution was designated as having less than two professionals in FTE. Altogether, there were 30 strata or groups which categorized academic libraries by institutional type, institutional control, and size of professional staff in FTE. The 30 strata are shown in Table 41.

TABLE 41

INSTITUTIONAL STRATA

Stratum Number	Institutional Type	Size Category in FTE
1	Small public university	less than 10
2	Small private university	less than 10
3	Medium public university	10-49
4	Medium private university	10-49
5	Large public university	50 or more
6	Large private university	50 or more
7	Small public LA college	less than 3
8	Small private LA college	less than 3
9	Medium public LA college	3-9
10	Medium private LA college	3-9
11	Large public LA college	10 or more
12	Large private LA college	10 or more
13	Small public teacher's college	less than 3
14	Small private teacher's college	less than 3
15	Medium public teacher's college	3-9
16	Medium private teacher's college	3-9
17	Large public teacher's college	10 or more
18	Large private teacher's college	10 or more
19	Small public other prof. schools	less than 2
20	Small private other prof. schools	less than 2

TABLE 41 (contd.)

Stratum Number	Institutional Type	Size Category in FTE
21	Medium public other prof. schools	2-4
22	Medium private other prof. schools	2-4
23	Large public other prof. schools	5 or more
24	Large private other prof. schools	5 or more
25	Small public 2 yr. inst.	less than 2
26	Small private 2 yr. inst.	less than 2
27	Medium public 2 yr. inst.	2-3
28	Medium public 2 yr. inst.	2-3
29	Large public 2 yr. inst.	3 or more
30	Large private 2 yr. inst.	3 or more

To assemble the sampling frame, the above information was coded and key punched on IBM cards (one card for each listed institution), along with the identification number for each institution supplied by the USOE. The cards were then sorted by strata and rank ordered by the number of FTE for each institution. Rank ordering helped to approximate the criteria usually associated with systematic selection procedures. When using these procedures, the objective is to select adjacent first stage sampling units (or primary sampling units--PSU's) which are as alike as possible. Rank ordering within strata also facilitated combining extremely small libraries (always adjacent to one another on the frame) for "sufficiency," in order to select just six librarians for each sample selection.

Stage Two Stratification and Selection

After the libraries were sampled, the head librarians of these libraries were contacted and asked to list the names of full- and part-time professional staff on a form which was provided by the Library Research Center. Because librarians were systematically selected, it was necessary to randomize the lists. To reduce the possibility of systematically missing certain library position levels which happened consistently to be listed in the same position (directors, for example, were frequently listed first), the lists were alphabetized by primary selection unit. In doing so it was assumed that positions held by librarians would be randomly associated with the first

letter of their last name. Within each sampling unit, full-time librarians were alphabetically numbered (and selected) and then all part-time librarians were alphabetically numbered (and selected).

The total number of names (i.e., librarians) submitted by the heads of sample libraries within each primary sampling unit was the "total measure of size" to which the within interval was applied. The FTE figure available on the Office of Education listing for 1964-65 for each library was the most accurate statistic available for estimating the size of professional staff in each academic library. This figure was used to calculate the within interval of selection applied to lists of librarians. However, at the second stage of sampling, selections were of actual librarians and not FTE. This strategy enabled the sample design to reflect accurately changes in the professional staffs of sample libraries which occurred between the Office of Education collection of data on academic libraries in 1964-65 and the employment data concerning professional staffs in 1966-67 gathered by the Library Research Center. Since all intervals of selection were applied to lists of librarians, the concept of FTE was only important for purposes of estimating sizes of professional staffs. Academic librarians were selected regardless of the amount of time they worked as professionals; part-time and full-time librarians had equal chances of being selected into the sample.

At the second stage of sampling, the librarians were selected at a rate inversely proportionate to that of the selected institution (or group of institutions). The net effect of the two stages of sampling, as is clear from the sampling equation presented above, was that each librarian had the same probability of being selected into the sample ($p = \frac{1}{5}$). The smaller the size of the professional staff (in FTE) the smaller the probability of being selected at the first stage of sampling. Yet, at the second stage of sampling, the smaller the professional staff, the larger the chance that all personnel would be chosen. For many of the primary sampling units made up of several small libraries combined until they included at least six FTE, all names on the lists were selected. These were the "take-all" primary sampling units in the sample. If a sampling unit had more than six FTE, some portion of the names provided were selected. These are the "take-part" primary sampling units in the sample.

A controlled selection procedure was used to determine exactly how many names were selected from the listing of librarians in each primary sampling unit. Since the within interval of selection was seldom a whole number, the number of

selections expected from each sampling unit was seldom a whole number. The controlled selection procedure was used to determine exactly how many names were to be selected in any given primary sampling unit, given that in the long run one could select, for example, five or six names if the expected number of sample selections was 5.72. The controlled selection procedures for determining the exact number of selections per sampling unit were applied to lists of librarians at all sample libraries. A detailed technical description of controlled selection procedures is available elsewhere.[1]

The rate at which head librarians at sample libraries returned listing forms was quite high. Of 580 selected libraries, 551 (95 percent) returned listings of the part- and full-time professional staff employed as of October 15, 1966. It was felt that these results of stage one sampling procedure did not involve biases which would meaningfully alter the validity of stage two sampling procedures.

The results of stage two sampling were good also, particularly since a mailed questionnaire was used. Of the nearly 2,700 librarians selected, completed questionnaires were returned by 2,438, for a response rate of 92 percent. These results substantiate the conclusion that mailed questionnaires are most successfully used when surveys of highly literate and interested populations are undertaken, as when professional persons are asked about their work activities.[2] Seventy-eight percent of the part-time librarians selected by the sampling procedures responded (156 out of 201), as compared to 93 percent of the full-time librarians (2,282 out of 2,459). The possibility of non-response bias is therefore larger when considering the sample data for this relatively small group of part-time librarians. While this possible bias probably would not have significantly affected the validity of inferences about all academic librarians from the sample data collected, it was decided to deal only with full-time librarians in this report.

Evaluation of Stage One Sampling Results

The overall rate at which the head librarians at sample institutions returned listings of professional staff was 95 percent (551 out of 580). This rate was less than nine out of ten in only five strata, after the two follow-up mailings. Because of the relatively small size of these strata, no biases were expected from this non-response. Since this failure of some head librarians to return listing forms was felt to involve no significant biases, returned listings were not "weighted" to compensate for those institutions which failed to return listing forms. Response totals and percentages for libraries by stratum were as follows:

TABLE 42

RESPONSE TOTALS AND PERCENTAGES FOR LIBRARIES BY STRATUM

Stratum Number	Number of Institutions in Stratum	Number and Percent Responding
1	2	2 (100%)
2	3	3 (100%)
3	52	51 (98%)
4	28	27 (96%)
5	22	22 (100%)
6	15	14 (93%)
7	3	3 (100%)
8	54	54 (100%)
9	16	16 (100%)
10	93	90 (97%)
11	22	22 (100%)
12	13	11 (85%)
13	7	7 (100%)
14	4	3 (75%)
15	25	24 (96%)
16	2	2 (100%)
17	14	13 (93%)
18*		
19**		
20	30	24 (80%)
21	3	3 (100%)
22	26	25 (96%)
23	8	8 (100%)
24	5	4 (80%)
25	40	38 (95%)
26	41	34 (83%)
27	15	14 (93%)
28	9	9 (100%)
29	24	24 (100%)
30	4	4 (100%)
Totals	580	551 (95%)

*While logically possible, there were actually no institutions in this stratum.
**There were no sample selections in this stratum.

The rates at which part-time librarians returned questionnaires (reported by strata below in Table 43) were lower than corresponding rates for full-time librarians, particularly in the larger strata. There are probably several reasons for this, but one reason appears to be that part-time librarians consider themselves "atypical." Several part-time librarians in fact, returned their blank questionnaires and explained why they thought their responses should not be included in the survey. One such person noted: "I am not a professional librarian." Another, a former department head, now semi-retired and working part-time, stated: "Since my present status is in no way comparable to my former one, I feel that information based on it would not do justice either to me or to the purposes for which this survey is designed." Despite opinions of these part-time librarians, such positions were considered eligible and should have been included in the study. Efforts to gain sufficient part-time response would have involved telephone contacts, however, in addition to the two follow-up mailings. Time considerations and the difficulty of contacting part-time librarians by phone prohibited gaining an overall response rate for part-time librarians which would have sustained statistically reliable inferences. For this reason part-time librarians are not considered in this report.

Full-time librarians in the vast majority of institutional strata returned questionnaires at a very high rate. The rate at which full-time librarians returned questionnaires was less than nine out of ten in only six institutional strata. In four of these six instances, the size of the strata was small enough so that no significant non-response bias was anticipated. In each of two other cases, where the size of the institutional grouping was somewhat larger, the percentages of full-time librarians returning the questionnaire were 88 and 89 respectively. For these reasons, the overall effect of possible non-response bias in the case of full-time librarians was judged to be non-significant.

Because of the consistently high rate at which full-time librarians in the various types of institutions returned questionnaires, it was felt that further efforts to secure respondents beyond these two follow-up mailings and other special correspondence, were unnecessary. For the same reason, it was decided not to weight the questionnaires returned by full-time librarians to compensate for possible non-response bias. The high response rates at both stages of sampling precluded the need to weight sample data.

The following table summarizes responses of part-time and full-time librarians in each of the institutional strata.

TABLE 43

RESPONSE TOTALS AND PERCENTAGES FOR LIBRARIANS IN EACH STRATUM

	Full-time Response		Part-time Response		Total Response	
Stratum	Number	Per-cent	Number	Per-cent	Number	Per-cent
1	10/12	83			10/12	83
2	11/13	85	3/3	100	14/16	88
3	334/353	95	10/14	71	344/367	94
4	160/173	92	9/10	90	169/183	92
5	334/353	95	21/27	78	355/380	93
6	210/239	88	13/14	93	223/253	88
7	7/7	100			7/7	100
8	94/100	94	9/10	90	103/110	94
9	76/79	96			76/79	96
10	272/295	92	28/32	88	300/327	92
11	129/145	89	4/4	100	133/149	89
12	72/73	99	5/5	100	77/78	99
13	16/17	94	1/1	100	17/18	99
14	4/4	100	0/1	0	4/5	80
15	112/120	93	3/3	100	115/123	93
16	4/5	95	2/2	100	6/7	86
17	83/87	95	1/1	100	85/88	95
18*						
19**						
20	24/25	96	6/18	33	30/43	70
21	11/11	100			11/11	100
22	45/48	94	7/7	100	52/55	95
23	35/43	81			35/43	81
24	22/23	96	1/1	100	23/24	96
25	41/44	93	7/8	88	48/52	92
26	30/32	94	5/14	36	35/46	76
27	26/30	87	3/4	75	29/34	85
28	19/21	90	3/3	100	22/24	92

TABLE 43 (contd.)

Stratum	Full-time Response Number	Full-time Response Percent	Part-time Response Number	Part-time Response Percent	Total Response Number	Total Response Percent
29	92/97	95	15/19	79	107/116	92
30	9/10	90		—	9/10	90
Totals	2282/2459	93	156/201	78	2438/2660	92

*While logically possible, there were actually no institutions in this stratum.
**There were no sample selections in this stratum.

Questionnaire Construction, Editing, Coding, and Tabulations

Drafts of the questionnaire were developed, pretested, and revised before being mailed to the sampled librarians. Approximately 50 librarians from the University of Illinois and from smaller academic libraries in the Chicago metropolitan area, participated in the pretesting procedures. Pretests were held individually or with small groups. Subjects were encouraged to identify any problem questions and were asked to comment as they answered the questionnaire, on any question they found difficult to answer. This technique helped to clarify ambiguities in wording and format.

Most of the questionnaire items were precoded, but categories for some of the answers could not be established until the completed questionnaires were returned. Open-ended codes were closed only after several hundred questionnaires were reviewed.

All editing and coding was performed by Library Research Center personnel. Each person coded a given question on all questionnaires in order to ensure maximum familiarity with problems of interpretation and meaning. All question-by-question coding was double-checked by a person who had not done the original coding. When all question-by-question coding and checking was completed, one in ten questionnaires was completely rechecked. Final coding was completed directly on the questionnaire in a form which eliminated the need to transfer information to secondary data sheets for key punching. Two IBM cards per questionnaire were key punched and verified.

Before data analysis was begun, a one-way frequency count of the information coded for every question was made on the IBM 7094 computer. Using a program written for this purpose, "meaningless" key punches on the IBM cards were quickly and

accurately indicated. Taken together, these procedures resulted in the reduction of errors to a point where non-sampling error was considered minimal. Processing and tabulation of results was done on the IBM 7094 computer, using SSUPAC programs.

REFERENCES TO APPENDIX A

[1]Roe Goodman and Leslie Kish, "Controlled Selection--A Technique in Probability Sampling," Journal of the American Statistical Association, 45 (September, 1950), 350-372.

[2]Leslie Kish, Survey Sampling (New York: John Wiley and Sons, Inc., 1965), pp. 538-547; and C. A. Moser, Survey Methods in Social Investigation (London: Heinemann, 1958), pp. 178-179.

APPENDIX B

SELECTED BIBLIOGRAPHY

Margo Trumpeter

National Statistics on Academic Librarians

American Library Association, Library Administration Division. Library Statistics of Colleges and Universities, Institutional Data, 1965-66. Chicago: American Library Association, 1967.

_____. Supplement to Library Statistics of Colleges and Universities, 1962-63: Institutional Data of 419 Libraries. Chicago: American Library Association, 1964.

_____. Supplement to Library Statistics of Colleges and Universities, 1963-64: Institutional Data of 247 Libraries.

Samore, Theodore. "College and University Library Statistics," Bowker Annual of Library and Book Trade Information. New York: R.R. Bowker Co., 1963 ed. through 1967 ed.

Samore's articles have supplemented the U.S.O.E. publication: Library Statistics of Colleges and Universities, Institutional Data. By summarizing the institutional data, he has helped bridge the gap in summary statistics due to the irregular publication of the Analytic Report.

U.S. Office of Education. College and University Library Statistics, 1939-40. Washington, D.C.: U.S. Government Printing Office, 1943. (Biennial Survey of Education in the United States, 1938-40, Vol. II, Chapter 6).

_____. Statistics of Libraries in Institutions of Higher Education, 1946-47. Washington, D.C.: U.S. Government Printing Office, 1949. (Biennial Survey of Education in the United States, 1946-48, Chapter 6).

_____. Statistics of Libraries in Institutions of Higher Education, 1951-52. Washington, D.C.: U.S. Government Printing Office, 1954. (Biennial Survey of Education in the United States, 1950-52, Chapter 6).

Chapter 6 of the Biennial Survey was the first separate comprehensive statistical compilation devoted solely to academic libraries. The Biennial Survey itself ceased publication with the 1956-58 issue, but the last chapter covering academic libraries was issued in 1951-52. John Carson Rather's Library Statistics of Larger Colleges and Universities, 1956-57 (USOE Circular No. 578), gives comparable statistics for colleges and universities enrolling 5,000 or more students. Separate

statistical compilations devoted to academic libraries were continued by the Office of Education through a series of annual reports initiated in 1961, the first of which was for academic year 1959-60: Library Statistics of Colleges and Universities, Institutional Data and Analytic Report.

_____. Faculty and Other Professional Staff in Institutions of Higher Education. Washington, D.C.: U.S. Government Printing Office, 1955-date.

Shows the number of professional librarians by sex and by type and control of institution. Issued biennially. The data for 1955- and 1957-58 were also published as Chapter 4 in the Biennial Survey of Education.

_____. Library Statistics of Colleges and Universities, Institutional Data, 1959/60 to 1963/64.
(1964/65 in preparation by O.E. and expected by January, 1968).
Analytic Report, 1959/60, 1961/62.
(1962/63 and 1963/64 in preparation by O.E. to be issued in one volume).

This publication replaced the annual statistics published in the January issues of College and Research Libraries (1943 and 1947-60). The report is issued in two parts: one lists data for institutions arranged by state; the other, which has been issued irregularly, provides analytical summaries of the data grouped by type of institution and control and by enrollment size and control. Covering collections, staff, expenditures and salaries, it reports the number of staff in full-time equivalents and salaries by position level. Supplements to this publication covering institutional data for academic years 1962/63 and 1963/64 were published by ALA. They picked up the institutions which completed their U.S.O.E. questionnaires too late to be included in the original publications for these years. Because of a reorganization in the U.S. Office of Education's method of collecting higher education statistics, and because of ALA's interest in the continuance of this series, the Library Administration Division assumed responsibility for publication of the 1965/66 data. For a rundown of the status of these statistics see ACRL News, September 1967.

Surveys of Academic Librarians

American Library Association and Association of College and Reference Libraries, College and University Postwar Planning Committee. College and University Libraries and Librarianship: An Examination of Their Present Status and Some Proposals for Their Future Development. Chicago: American Library Association, 1946.

Of particular relevance is the section which deals with "Characteristics and Education of Personnel," which analyzes by type of position the library school backgrounds of 3,704 librarians employed in "the 826 libraries submitting classifiable personnel data to the Office of Education" in 1939-40.

Blankenship, W. C. "Head Librarians: How Many Men? How Many Women?" College and Research Libraries, 28 (January 1967), 41-48.

This study was based on questionnaires sent to 660 head librarians of American colleges or universities granting Bachelor's or Bachelor's and Master's degrees. In these institutions there was an equal number of male and female head librarians; more men were in publicly supported large libraries; men took on administrative positions at an earlier age than women and they changed positions more often than women.

Caldwell, John. "Degrees Held by Head Librarians of Colleges and Universities," College and Research Libraries, 22 (May 1962), 227-228+.

The purpose of this survey was to see how closely this group of 471 librarians met the minimum standard set by the "Standards for College Libraries" adopted by ACRL in 1959. The educational background of these head librarians are shown by size of library collection.

The conclusion was that the standard is met by the librarians as a group: "only 13 of 468 who hold the bachelor's degree have terminated their formal education at that point, 338 have at least one master's degree, and 88 have doctorates. Although 61 do not have degrees in library studies, eleven of them have attended library school, leaving only 50 who do not have formal library education of some kind."

Kraus, Joe W. "The Qualifications of University Librarians, 1948 and 1933," College and Research Libraries, 11 (January 1950), 66-72.

Compares backgrounds of chief librarians of the member institutions of the Association of American Universities in December 1948 and December 1933. Age, age at the time of appointment, education and prior position(s) were considered. The trend discovered was: post-graduate study was more prevalent in 1948, there was a greater importance of library school study and an increased mobility of university librarians.

Morrison, Perry D. "The Career of the Academic Librarian: A Study of the Social Origins, Educational Attainments, Vocational Experience, and Personality Characteristics of a Group of American Academic Librarians." Unpublished Ph.D. dissertation, University of California, 1961.

This is the basic study of academic librarians to date. Not only does Morrison show how librarians differ from the general population, but his was the first study to show how they differ among themselves.

Three groups of academic librarians (mean age 50) were chosen: "major executives," "minor executives," and "others" who had little supervisory responsibility. Comparisons between them were made by means of a questionnaire and the Ghiselli Self Description Inventory; with the objective of discovering the association between factors in their personal histories and the positions they have attained in the profession. The Ghiselli Inventory also made possible comparisons between the academic librarians and a cross-section of the general population.

Morrison's study is expected to appear in an updated form as an ACRL Monograph.

Pollard, Frances M. "Characteristics of Negro College Chief Librarians." Unpublished Master's thesis, Western Reserve University, 1963.

This thesis focuses on the differences revealed through a statistical analysis and comparison of characteristics of Negro and white chief librarians. Comparisons were made between two groups of chief librarians employed during the academic year 1960-61 in four-year, degree-granting institutions with enrollments below 5,000.

Significant differences were found in age and education. Negro chief librarians are younger, were appointed at an earlier age, and had worked as librarians for fewer years before their present appointments than whites. Negroes placed more emphasis on the Master of Library Science degree while the whites emphasized a subject master's degree. No Negro chief librarian was found without a professional degree.

Randall, William M. The College Library: A Descriptive Study of the Libraries in Four-Year Liberal Arts Colleges in the United States. Chicago: American Library Association and University of Chicago Press, 1932.

The first comprehensive study of conditions within college libraries based on sufficient and reliable data. The description of the actual situation in 205 liberal arts colleges is followed by a tentative set of standards for the college library.

The section dealing with library personnel--staff size, training and salaries--is particularly relevant. The study showed an increasing emphasis being placed on academic qualifications of the librarians rather than on purely professional training.

Wayne State University Libraries. "Survey of the Status of Academic Librarians (January, 1966)." Detroit, Michigan, 1966. (Mimeographed.)

All of the 63 academic members of the Association of Research Libraries were polled with questionnaires and all responded. Includes data on academic status and rank, salary structure of librarians, tenure, sabbatical leave, and fringe benefits. Questions about the librarians' status, salary, and benefits were asked in relation to status, salary, and benefits available to the teaching faculty. Responses to each question are tabulated in summary form.

Zimmerman, Lee F. "The Academic and Professional Education of College and University Librarians." Unpublished Master's thesis, Graduate School of Library Science, University of Illinois, 1932.

The purpose of this study is to see if there is "any relationship between academic and professional degrees [held by head librarians] and the class, size, kind and type of institution in which they are to be found." The universe consisted of librarians in 260 institutions of higher education accredited by the Association of American Universities. General conclusion was that there were relationships, e.g.: less professional training and more academic education, as shown by degrees, was found among librarians in the complex university. In the group studied, there were more women than men head librarians. More men had a higher degree of academic education, the women leaned toward the professional training. Men were found chiefly in large complex institutions. There was a "relationship, therefore, between the higher academic education of men over women which would seem to account for men controlling the large, complex university libraries."

Surveys of Other Than Academic Librarians

American Library Association, Board on Personnel Administration. Salaries of Library Personnel, 1955: Results of a Survey Made in May, 1955. Chicago: The Association, 1956.

One of the first comprehensive salary surveys, this survey, prepared by Hazel Timmerman, includes all sizes and types of libraries: public, school, academic, state, and state library extension agencies, and special libraries. It follows a similar survey prepared by the author in 1952. This survey considers regional differences, size of the unit served, and librarians' positions in relation to the salary received.

Battelle Memorial Institute. A Survey of Science-Information Manpower in Engineering and the Natural Sciences. Final Report . . . to National Science Foundation. Columbus, Ohio: Battelle Memorial Institute, 1966.

This study's objective "was to acquire information to aid the National Science Foundation in making decisions regarding manpower for information, particularly, the education and training needs." The number of professionals employed in science information activities was estimated at about 12,000. The survey report describes the general characteristics of this group. Statistical tables for 1,885 full-time personnel include data on employment, information activity, salary, education, geographic division, sex, etc. A separate set of tables describes 453 part-time personnel.

Bryan, Alice I. The Public Librarian. New York: Columbia University Press, 1952.

Part of the Public Library Inquiry, Bryan's study is the only comprehensive survey of public librarians in service. It is "centered on drawing a picture of current library personnel and personnel practice."

Drennan, Henry T. and Richard L. Darling. Library Manpower: Occupational Characteristics of Public and School Librarians. Washington, D.C.: Government Printing Office, 1966.

Published as a combined report, these two separate studies of public and school librarians are national in scope. The studies are outgrowths of the "Postcensal Study of Professional and Technical Manpower" which was initiated to determine economic, social, and professional characteristics of people in various occupations as well as to determine relationships between training and occupations. These studies, along with the Special Libraries Association 1967 salary survey (see below), although not wholly comparable, provide an overview of three of the four major segments of the library profession. The survey, performed in 1962, sampled those who described themselves as public or school librarians in the 1960 census, but included only those with a minimum of four years of college education.

Harvey, John F. The Librarian's Career: A Study of Mobility (ACRL Microcard Series No. 85). Rochester, N.Y.: University of Rochester Press for the Association of College and Research Libraries, 1957.

The author analyzed the biographies of 629 college and 687 public chief librarians in the 1943 edition of Who's Who in Library Service for all information pertaining to their geographic and occupational mobility. He found that variety of experience is characteristic of the group as a whole. Includes data on education, years of experience, sex, marital status, age, etc. Relationships between these variables and geographic mobility are noted.

Long, Marie Ann. The State Library Consultant at Work (Research Series No. 6). Springfield: Illinois State Library, 1965.

This study "describes state library consultants in terms of their personal characteristics, their reasons for becoming consultants, their preparation for their jobs, their duties, and their attitudes toward their jobs." This is the first study directed to this group and includes all 242 employed state library consultants who could be identified as such. The survey provides data on age, sex, education, experience, salaries and region of employment.

Special Libraries Association. "A Study of 1967 Annual Salaries of Members of the Special Libraries Association," Special Libraries, 58 (April 1967), 217-254.

"This is the first of a continuing series of salary surveys that the Special libraries Association will conduct biennially for its members. No salary information has been collected for the Association as a whole since 1959, when a Personnel Survey was conducted. . ." (see: Special Libraries, 52 (March 1960), 133-157). Questionnaires were mailed to all 5,752 members of the SLA. Usable responses were returned by 3,821 special librarians. Mean and median annual salary, salaries by job location, by size of library staff, by type of employer, by work responsibilities, by education, by job experience, by mobility and by age are given in separate tables.

Strout, Donald E. and Ruth B. "The Placement Situation in 1965 (with a preview of 1966)," Library Journal, 91 (June 15, 1966), 3117-3126.

This is the last of the "Strout Reports" which appeared annually in Library Journal beginning in 1952. These valuable articles summarized salary information on current graduates from fifth-year programs of accredited library schools; what they do, where they go, and what they are paid. High, low, and average salaries are given in tables by the school. Placements by type of library as well as other detailed breakdowns are given.

The series is continued by Carlyle J. Frarey in Library Journal, June 1, 1967, p. 2131-2136.

Surveys or Source Materials on Other Professional Groups

Bernard, Jessie Shirley. Academic Women. University Park, Pa.: Pennsylvania State University Press, 1964.

This sociological report brings together data from many widely scattered studies on women. The author surveys the historical role of women, then pairs personal

biographical materials with other research data to analyze the roles of the American academic woman. Some of the statistical tables are particularly relevant for comparing the characteristics of "academic women" with those of the female academic librarian.

Committee on the National Science Foundation Report on the Economics Profession. "The Structure of Economists' Employment and Salaries, 1964," American Economic Review, 50, no. 4, part 2, supplement (December 1965).

The most comprehensive survey to date on the number, characteristics, and compensation of economists throughout the U.S. The data were collected by the NSF for inclusion in its National Register of Scientific and Technical Personnel. The AEA is one of eleven professional societies to cooperate with the NSF in analyzing the detailed data pertaining to their own profession. The general level of economists' salaries is discussed as well as six dimensions of the salary structure (type of employer, academic degree, age, professional experience, work activity, fields of special competence). Women economists are dealt with separately because their number is so small.

"The Economic Status of the Profession, Report on the Self-Grading Compensation Survey, 1966-67," AAUP Bulletin, 53 (June 1967), 136-195.

Annually the AAUP collects salary and income data for the academic profession. Shows salaries by academic rank, type and control of institution, length of contract, etc.

Manpower Report of the President, and A Report on Manpower Requirements, Resources, Utilization and Training by the U.S. Department of Labor, Transmitted to the Congress April, 1967. Washington, D.C.: Government Printing Office, 1967.

Reviews manpower developments in 1966. Sections on unused manpower, and occupational shortages and training needs are comprehensive. Included is a statistical appendix.

National Education Association. Research Division. Economic Status of Teachers in 1966-67 (Research Report 1967 - R8). Washington, D.C.: The Association, 1967.

Annually issued, this report shows trends in salaries paid to classroom teachers and to other instructional staff members in public elementary and secondary schools, junior colleges and universities. Comparisons are made between these salaries and those of other professional workers, e.g., accountants, auditors, attorneys, chemists and engineers.

National Education Association. Research Division. Salaries in Higher Education, 1965-66 (Higher Education Series, Research Report 1966 - R2). Washington, D.C.: The Association, February 1966.

This is the seventh in a series of biennially appearing salary surveys which began in 1953. Reports the distribution of teachers in each of the four profes- ranks with an indication of the number at each salary interval. Only full-time employees are included in the salary distributions--their salaries are reported by sex, rank, and type of institution. A section on salaries paid to administrative officers includes head librarians.

National Science Foundation. "Salaries and Selected Characteristics of U.S. Scientists, 1966," Reviews of Data on Science Resources. Washington, D.C.: National Science Foundation, 1966.

Issued annually. This preliminary report is based on the 1966 National Register of Scientific and Technical Personnel. Frequency counts show total number of scientists, sex, field of science, education, age (median is 38), employment status, type of employer, primary work activity, years of professional experience, salary distributions and medians. Relationships between many of these variables are shown.

Totaro, Joseph V., editor. Women in College and University Teaching: A Symposium on Staff Needs and Opportunities in Higher Education. Madison: University of Wisconsin, School of Education, 1965.

Triggered by a critical and growing need for quality college and university teachers, this symposium focused on the utilization of women in such a role. It was addressed to women college graduates who think such a career may interest them.

U.S. Women's Bureau. 1965 Handbook on Women Workers (Bulletin No. 290). Washington, D.C.: The Bureau, 1965.

A periodically published handbook designed as a ready-reference source on American women workers. Deals extensively with their characteristics and participation in the labor force, patterns of their employment, occupations, income and earnings, their education and training.

APPENDIX C

QUESTIONNAIRE USED IN "SURVEY OF PROFESSIONAL PERSONNEL IN COLLEGE AND UNIVERSITY LIBRARIES"

LIBRARY RESEARCH CENTER

UNIVERSITY OF ILLINOIS 428 LIBRARY · URBANA

Do Not Use This Space

Sched.		(2–5)
PSU		(6–8)
Stratum		(9–10)
Wt.		(11–13)
S. E.		(14–17)

SURVEY OF PROFESSIONAL PERSONNEL IN COLLEGE AND UNIVERSITY LIBRARIES

CURRENT PROFESSIONAL EMPLOYMENT

1. Name of institution _____ (18–23)

2. What is your present job title? (i.e., assistant reference librarian, etc.) (24)

_____ (25–26)

3. The following five categories are used by the U. S. Office of Education to classify professional positions in college and university libraries. Please check the **one** classification which best describes your own position.

1 ☐ Chief Librarian or Director
2 ☐ Associate/Assistant Librarian
3 ☐ Department or Division Head
4 ☐ Head of College, School, or Departmental Library
5 ☐ Other professional assistant (27)

4. Altogether, how many employees, **excluding student assistants,** are responsible to you? (Include those you supervise directly and those who report through a chain of command.)

0 ☐ None 2 ☐ 3–5 4 ☐ 10–14 6 ☐ 20–29 8 ☐ 50–99
1 ☐ 1–2 3 ☐ 6–9 5 ☐ 15–19 7 ☐ 30–49 9 ☐ 100 or more (28)

5. In which of the following types of library activity are you employed? (check as many as apply)

1 ☐ Administration 2 ☐ Technical Services 3 ☐ Readers' or Public Services (29)

6. Is your **major** activity associated **primarily** with any of the following?

	No	Yes			
A particular foreign language or group of languages?	1☐	2☐	What language(s)? _____	(30) ☐	(31) ☐
A particular geographical area (i.e., Latin America, Southeast Asia)?	1☐	2☐	What area? _____	(32) ☐	(33) ☐
A particular subject field?	1☐	2☐	What field? _____	(34) ☐	(35–36) ☐☐
Another professional specialization (i.e., archives, AV, personnel, systems analysis, etc.)?	1☐	2☐	What specialization? _____	(37) ☐	(38–39) ☐☐

7. Are you involved at an administrative or supervisory level in applying electronic data processing techniques to library procedures? 1 ☐ No 2 ☐ Yes (40)

8. Do you regard yourself professionally as a: (check only one)
1 ☐ Librarian ☐ Other (specify) _____ (41)

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9. Does your library position have academic rank? (42)
1☐ No 2☐ Yes If yes, which rank?

1☐ Professor
2☐ Associate Professor
3☐ Assistant Professor
4☐ Instructor
☐ Other (specify)_____ (43)
_____

10. Do you teach any courses given for academic credit? (44)
1☐ No 2☐ Yes If yes, please specify:

Course Title	Department and Institution	
		(45–46)
		(47–48)

EDUCATION

11. To give us a picture of your educational background, would you please complete the table below? (Please use a separate line for each degree held.)

Degree	College, University or Other Institution	Location (State)	Year Degree Conferred	Major	
☐ Bachelor's					(18–27)
☐					(28–37)
☐ Master's					(38–47)
☐					(48–57)
☐ Doctor's					(58–67)
☐ Certificate or Diploma					(68–77)

☐ None of the above (78)

12. Are you presently enrolled for credit toward a degree? (49) (50)
1☐ No 2☐ Yes If yes, a) Which degree? 1☐ Bachelor's 2☐ Master's 3☐ Doctor's

b) Is this a library science degree? 1☐ Yes 2☐ No (51)

EXPERIENCE

13. How many years of professional library experience do you have? _____yrs. (52–53)
☐ less than one year.

14. How many years of professional library experience have you had in your present institution?
1☐ under 1 3☐ 3–4 5☐ 7–8 7☐ 11–15 (54)
2☐ 1–2 4☐ 5–6 6☐ 9–10 8☐ 16–20 9☐ 21 or more

15. How many years have you been working in your present position?
1☐ under 1 3☐ 3–4 5☐ 7–8 7☐ 11–15 (55)
2☐ 1–2 4☐ 5–6 6☐ 9–10 8☐ 16–20 9☐ 21 or more

16. In how many other libraries have you held professional positions? (56)
0☐ 0 1☐ 1 2☐ 2 3☐ 3 4☐ 4 5☐ 5 6☐ 6 7☐ 7 or more

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7. Before you accepted your present position, did you ever hold a professional position in a:

	No	Yes		No	Yes		
Public library	1☐	2☐	Special or government library	1☐	2☐	(57) ☐	(58) ☐
Elementary or high school library	1☐	2☐	Library school	1☐	2☐	(59) ☐	(60) ☐

8. Do you have any experience in an occupation other than librarianship? (61) ☐
1☐ Yes 2☐ No (If no, skip to question 21)

9. Is any of this non-library experience at a professional, technical, or administrative level? (62) ☐
1☐ Yes 2☐ No (If no, skip to question 21)

10. Please specify the type of work and the occupational field in which you have **most** of this experience. (63–64) ☐☐
(i.e., teaching college math)_____

11. From the time that you accepted your first professional position in a library, did you ever leave library work for a period of six months or more? (65) ☐

1☐ No 2☐ Yes If yes, why? (check one or more)

1☐ To obtain further education
2☐ For marriage or family reasons
3☐ To work in another field
4☐ For military service
5☐ Other reason (66) ☐

22. To what extent has your library career fulfilled your expectations? (check one) (67) ☐

1☐ Very disappointing
2☐ Somewhat disappointing
3☐ About as expected
4☐ Somewhat more satisfying than expected
5☐ Much more satisfying than expected

SALARY

NOTE: Salary information will be regarded as confidential and will be used for statistical purposes only. It will NOT be released in any way that will allow it to be identified with you.

23. What is your basic annual salary as of October, 1966? (**Exclude** summer employment, if separate.) (68–72) ☐☐☐☐☐
$_____.00. ☐ None, services are contributed

a) Is this salary for 1☐ 9–10 months, 2☐ 11–12 months, or 3☐ Other (specify)_____ (18) ☐

b) Is this salary for 1☐ a full-time appointment? (19) ☐

2☐ a part-time appointment? If part time, what percentage of full-time? _____% (20–21) ☐☐

24. In addition to your basic annual salary, do you receive any other earnings?
1☐ No 2☐ Yes If yes, from which source(s)? (check as many as apply)

1☐ Summer employment in this library
2☐ Other employment in this library
3☐ A position in another library
4☐ Other library activities (i.e., consulting, publications, lectures, etc.)
5☐ A non-library position
6☐ Other non-library activities
7☐ Other source (22) ☐

25. Relative to your professional experience, do you consider that your salary is adequate? (23) ☐
1☐ Yes 2☐ No

Do Not Use This Space

PROFESSIONAL ACTIVITIES

26. Please check all library and other professional and scholarly associations of which you are a member. For write-ins include only national societies and use identifying words in full.

- ☐ Adult Education Association
- ☐ American Association for the Advancement of Science
- ☐ American Association of University Professors
- ☐ American Documentation Institute
- ☐ American Historical Association
- ☐ American Library Association
- ☐ American Association of University Women
- ☐ Bibliographical Society of America
- ☐ Catholic Library Association
- ☐ Modern Language Association
- ☐ National Education Association
- ☐ Society of American Archivists
- ☐ Special Libraries Association
- ☐ State or regional library association
- ☐ None of the above
- ☐ Others (specify)_____

_____

_____

_____

(24–30) ☐☐☐☐☐☐☐

27. Do you hold office or committee appointments in any of the above associations?
1☐ Yes 2☐ No

(31) ☐

28. Have you attended or participated in any library workshops, short courses, or seminars in the past two years?
1☐ Yes 2☐ No

(32) ☐

CLASSIFICATION INFORMATION

29. Year of birth: _____

(33–34) ☐☐

30. State or foreign country of birth: _____

(35–36) ☐☐ (37) ☐

31. Sex: 1☐ Male 2☐ Female

(38) ☐

32. Marital Status:
1☐ Single 2☐ Married 3☐ Separated or divorced 4☐ Widowed

(39) ☐

33. Do you have any children?
1☐ No 2☐ Yes If yes, of what age(s)?

(40) ☐

1☐ 5 yrs. or under 2☐ 6–13 yrs. 3☐ 14–18 yrs. 4☐ over 18 yrs.

(41) ☐

34. Is your husband or wife employed on the faculty here? 1☐ Yes 2☐ No

(42) ☐

COMMENTS YOU MAY WISH TO ADD

Thank you for your cooperation.

3

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ABSTRACT

The objectives of this survey were to describe the characteristics of librarians employed on the staffs of the more than 2,000 higher educational institutions in the United States in 1966-67; and to identify and examine relevant manpower issues. (Using a two-stage stratified probability sample, approximately one of every five academic librarians was selected to participate in the survey. The net result of the sampling procedure was a representative sample of academic librarians employed in institutions of varying type, size, and means of control.) The report is based on the responses of 2,282 individuals, or 93 percent of 2,459 sampled full-time employees.

Geographic origin, age, marital and family status, professional and academic degrees held, present positions, academic status and rank, and salaries are reported for all academic librarians, and for men and women. Data from other relevant studies are used to indicate trends and comparisons. Opinions of library career and of salary are reported. Major manpower issues are seen as: the importance of challenging work as a characteristic of the library career; recognition of special problems in librarianship where women are a numerical majority, and need to eliminate discrimination; importance of full faculty status for academic librarians; and need for more equitable salaries.

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